

THE ^{1972 1973} abbot catalogue



ABBOT ACADEMY	Founded	1829 — The first incorporated school for girls in New England
	Principal	Donald A. Gordon
	Location	Andover, Massachusetts 01810; 23 miles from Boston
	Enrollment	330 girls (243 boarders; 87 day students)
	Campus	45 acres; 30 buildings
	Endowment	\$2,000,000
	Library	15,500 volumes
	Financial Aid	The school currently provides \$80,000 a year in financial aid
	Accreditation	New England Association of Colleges and Secondary Schools Independent School Association of Massachusetts National Association of Independent Schools

TELEPHONE Abbot Academy telephone number: Area Code 617 - 475-3562

This number connects all departments. Telephone calls may be received by the students through this number. Except in cases of emergency, calls during class time and evening study hours should be avoided.

The switchboard is open Monday through Friday from 7:30 a.m. to 9:30 p.m., Saturday 8:00 a.m. to 11:30 p.m., and Sunday 9:00 a.m. to 9:30 p.m. Girls may be reached for emergency calls after 9:30 p.m. by calling their Resident Advisors or the Guard on 475-3567 who will deliver the message. The Dean of Students may be reached at 475-6599.

**INNS AND MOTELS
IN THE AREA**

Andover Inn — Chapel Avenue, Andover Tel: 475-5903

Sheraton Rolling Green Motor Inn

Lowell St., Andover Tel: 475-5400

Merrimack Valley Motor Inn

Route 125, Chickering Rd., No. Andover Tel: 688-1851

Dr. Theodore R. Sizer, ex-Dean of the Harvard Graduate School of Education, became the twelfth Headmaster of Phillips Academy in July, 1972. On behalf of the students, Faculty, and Trustees of Abbot, we wish to extend to Dr. Sizer and his family a warm and cordial welcome to the Andover community.

Abbot Academy

CALENDAR 1972 — 1973

September 8 Friday Registration, 10:00 a.m. to 4:00 p.m.
 9 Saturday Orientation Weekend. Required of all Day Students
 10 Sunday as well as Boarders
 11 Monday Classes begin
 16 Saturday School Picnic. (Crane's Beach) Required of ALL
 Students

Fall Term

October 20 Friday Parents' Weekend
 21 Saturday " "
 22 Sunday " "
 25 Wednesday Alumnae Days
 26 Thursday " "
 28 Saturday PSAT — Senior-Mids

November 4 Saturday SAT — Seniors
 18 Saturday Fall Term examinations begin
 22 Wednesday Fall Term examinations end; end of Fall Term;
 Thanksgiving recess begins at noon or
 after last exam

November 27 Monday 6:00 p.m. End of Thanksgiving recess
 28 Tuesday Winter Term begins; classes resume

Winter Term

December 10 Sunday Christmas Vespers
 14 Thursday 1:00 p.m. Christmas vacation begins

January 4 Thursday 6:00 p.m. End of Christmas vacation
 5 Friday Classes resume

March 13 Saturday Achievement Tests — Seniors
 5 Monday Winter Term examinations begin
 8 Thursday Winter Term examinations end; Spring vacation
 begins at noon or after last exam

March 25 Sunday 6:00 p.m. Spring vacation ends
 26 Monday Spring Term begins; classes resume

Spring Term

April 7 Saturday SAT — Senior-Mids
 May 5 Saturday Achievement Tests — Senior-Mids
 12 Saturday Alumnae Day — Bazaar
 14 Monday Advanced Placement Tests — Seniors
 18 Thursday " " " " " " " "

June 1 Friday Last Assembly
 4 Monday Spring Term examinations begin
 7 Thursday Spring Term examinations end; end of Spring Term
 8 Friday Baccalaureate
 9 Saturday Commencement

Attendance is required at the following functions:

Assemblies as scheduled	Christmas Vespers
School Picnics	Baccalaureate
Thanksgiving Vespers	Scheduled Classes

**REQUIRED
ATTENDANCE**

Occasionally some change in the school calendar is necessary. If this occurs, parents will be notified well in advance.



Every school should seek, at any moment in its history, to act on its recognition of the time-honored truth that great purposes are constant, while the conditions for such purposes require ceaseless adaptation. Our goal persists; ways and means are not immutable. While mindful of its traditional past, Abbot today seeks to hold the initiative in answering the challenge of our times, which centers on the tension between the condition of many of our young people and the assumptions which have governed American pedagogy for so many years.

Abbot presupposes that a majority of its students wish to pursue serious work at institutions of higher learning, and to this extent it is a "college preparatory school." But its purposes are, ultimately, broader than this image has traditionally implied.

While the center of such preparation continues to be the curricular program, Abbot recognizes that the presence or absence of a truly positive, supportive environment plays the primary role in aiding or fracturing a student's chances of building a constructive attitude toward demanding curricular experience. Consequently Abbot in recent years has primarily emphasized its environmental quality, while working to broaden and strengthen the curricular fare offered.

An Abbot student lives in an open context, faced with a rigorous program. She will be helped to mobilize herself effectively, but not compelled to do so. Thus Abbot is a place to be used well, not merely to be endured. The Abbot student will discover a rapidly expanding role for herself in managing and directing her emerging life, and an abundance of support and help in carrying on her quest for integration and identity. Abbot embraces its preparatory function, but also recognizes that without a constructive, humane, and open environment as a base, our efforts to serve that function are doomed to failure.

A major ingredient in her development is, obviously, a developing understanding of the opposite — i.e. equal and complimentary — sex. Our coordination in matters curricular, extracurricular, and social with Phillips Academy is evolving toward a progressively more natural and positive overall coeducational context, one in which girls and boys may simultaneously enjoy one another's company, work together on myriad tasks and opportunities, and thus move toward an understanding of each other as complimentary human beings, designed to live and work together in free and respectful association during their adult lives.

Abbot believes that the combination of a supportive environment and a demanding program affords young people the best chance to discover the essential rigor and joy of becoming independent and mature while being helped through the strains and confusions that necessarily beset adolescence. Our faith in coeducation rests primarily on our recognition of the fact that while America has offered traditional education per se to boys and girls, it has not adequately sought to include education about men and women as social beings. Our aim is to accomplish something practical in this area as well as in more traditional areas.

Thus we hope that via this comprehensive process the Abbot student will develop her own abilities further — we do not seek to “produce Abbot girls” — and that she will incline progressively toward a sensitive regard for others, and a tolerance for the varied and many needs of society as a whole. Abbot trusts that progress in these areas constitutes the quality of beginning that is essential to a person’s becoming herself fully and, in the process, good for and to the world she lives in.

Donald A. Gordon



ADMISSION

Criteria for admission include previous school records, standardized testing, recommendations from the present school, a personal interview, individual interests and abilities — information useful in identifying girls who will actively contribute to and benefit from the academic and community life at Abbot.

Candidates are asked to take the Secondary School Admission Test (SSAT), which is administered several times a year at centers throughout the United States and abroad, preferably not later than January preceding the desired year of entrance. Registration bulletins for the SSAT are available from either the Abbot Admissions Office or the Educational Testing Service, Box 922, Princeton, New Jersey 08540.

Personal interviews are a nearly indispensable part of the admissions procedure. The Admissions Office is open five days a week, and we request that unless distance prevents, each candidate plan to visit Abbot on a weekday prior to the application deadline. Campus visits enable candidates to speak with a member of the admissions staff, to meet and talk with Abbot students, and with previous notice, to visit classes. Appointments may be arranged by writing or telephoning the Admissions Office.

Early application is highly desirable, and application should be made by February 1 at the latest in order for a girl to be considered for the following year. All candidates whose applications are completed by February 1 will be notified on March 10; candidates admitted to Abbot will be expected to reply by April 10. Applications received too late for processing by the March 10 notification date will continue to be given full consideration for any openings which may occur during the spring and summer.

Candidates may apply to enter any of the four classes: Preparatory (9th grade), Junior (10th grade), Senior-Middle (11th grade), and Senior (12th grade), although it is rare for the school to admit a single-year senior.

A fee of \$25 is required with each application, and there is a registration fee of \$200 when a girl is admitted and accepts in turn the place reserved for her. The registration fee is applied to the first tuition bill.

Candidates who anticipate requesting financial aid from Abbot should read carefully the section of the Catalogue headed "Financial Aid." Communications should be addressed to:

Mrs. Faith H. Kaiser
Director of Admissions
Abbot Academy
Andover, Mass. 01810

FINANCIAL AID

Each year Abbot awards a substantial number of partial tuition scholarships, based solely on financial need. Such financial aid grants are rarely given for more than half tuition, and the average is lower. We require the parents of all financial aid applicants to complete the Parents Financial Statement from the School Scholarship Service in Princeton, New Jersey, and a supplementary Abbot Scholarship Form. The School Scholarship Service sends Abbot a confidential estimate of how much assistance a girl will need from Abbot.

A family's relative ability or inability to finance their daughter's education is not a criterion in the decision to admit her to the school. Only after she has been offered admission is a girl's financial status considered. The school makes an effort to ensure each girl who is admitted of enough financial aid to enable her to come to Abbot, but admission of a financial aid candidate to Abbot does not guarantee that a scholarship will be provided. Scholarship notifications are sent to new girls at the time of admission.

Abbot scholarships are one-year grants, and are reviewed each year according to possible changes in families' financial situations. Financial aid awards are confidential, and the recipients are simply required to maintain a satisfactory academic standing and to be good citizens of the school.

Parents of current Abbot students requesting renewal of scholarships and parents of candidates for admission to Abbot who will be requesting financial aid should request School Scholarship Service forms from our Admissions Office early in the school year. **CURRENT STUDENTS AND NEW CANDIDATES MUST SUBMIT THE PARENTS FINANCIAL STATEMENT TO PRINCETON NO LATER THAN JANUARY 3 OF THE SCHOOL YEAR PRIOR TO THAT FOR WHICH THE AID IS REQUESTED. BECAUSE OUR SCHOLARSHIP FUNDS ARE LIMITED, WE CAN OFFER LITTLE HOPE OF FINANCIAL ASSISTANCE TO FAMILIES WHO HAVE NOT SUBMITTED THE FORMS BY JANUARY 3.**





Academic Program



Academic Program

Abbot's program is strong but not uniformly conventional. We offer a variety of subject areas and teaching approaches designed to sharpen each girl's sensitivity and awareness about herself and her environment. Since most of our students enter some form of college, we concern ourselves with the fullest possible preparation for that experience as well as the world beyond.

In keeping with this purpose, we recognize that a solely abstract form of study is inadequate to the challenge of our time. Consequently, there are some classes which use immediate experience, here and off campus, instead of texts as a basis for intellectual inquiry. There are many methods and styles of teaching to be encountered here, and a student at Abbot should be prepared to seek a wide overall pattern to her education rather than a narrowly defined path.

Critical and evaluative skills are as important as quantitative knowledge, and thus both are emphasized equally. Such curricular breadth is more difficult to administer and evaluate than a more homogeneous curriculum would be, but this is a choice Abbot makes deliberately and enthusiastically, certain as we are that young people today need a rich diversity of modes to measure themselves against. The world demands that they be adequately prepared as people as well as intellectuals.

Some of the classes at Abbot are small and informal seminars; some combine discussions and lectures; but all emphasize the importance of a girl's thinking for herself and expressing her ideas clearly and convincingly in writing and speaking. The average size of the class section is 14; the student-teacher ratio is 7:1.

The challenge today is to the critical awareness of a student, not to his memory; it is to his confidence in himself, not to his quantitative capacity for assimilation. The locus of educational priority in our time has moved from possession of approved knowledge to the use of learned skills in meeting all subsequent experience and knowledge. Awareness and skill are primary; inert knowledge is secondary, instrumental. What has occurred in today's pedagogy is an important shift of emphasis, not a wholesale displacement of earlier priorities.

A young person entering our world must be personally ready, in addition to being well-informed.

For the year 1972-73, many departments at Abbot are coordinated with Phillips Academy, whose campus adjoins Abbot's. Some courses will have sections on both campuses, others on only one. In some instances, students are placed in section for which they are best qualified, and may find themselves on either campus; in other cases, students may elect courses or sections on the other campus when such courses are not offered on their own campus. Consult the course descriptions for further information concerning more specific details of coordination.

**Coordination with
Phillips Academy**



Course Schedule

Abbot operates on a tri-mester system. Major courses are usually year-long, earning one credit each. At all levels, however, although most predominantly at the upper levels, an increasing number of one-term major courses have been introduced (1/3 year in length, earning 1/3 credit each). Any three such term-contained courses which can be scheduled in sequence earn the same credit as one year-long major course.

A variety of minor courses exist to provide background for further work or to give balance and exposure to music and the arts. These may be year-long or term-contained. Although certain combinations of minor courses may be counted for credit, it is assumed that the sixteen credits required for graduation will normally be achieved through satisfactory completion of major courses. Minors vary as to credit, and should not be depended upon in planning the necessary sixteen credits. One year of any foreign language, not followed by a second year of the same language, may not be counted for credit.

Course levels and subjects are determined by student preferences, made after close consultation with the faculty advisor. Placement questionnaires are sent to new students in the spring; grades and former teacher recommendations also influence placement in classes.

Abbot is endeavoring to present many electives without sacrificing the acquisition of necessary skills and concepts needed to make further study rewarding, and without jeopardizing acceptance by colleges. There are, consequently, some requirements which must be fulfilled. Students are expected to take at least four majors in each of the three terms, and cannot take more than five in any term. A recommended minimum course alignment is as follows:

- 3 years of English (Senior English is optional)
- American History (grade 11 or 12) and one other history course
at the 9th or 10th grade level
- 1 laboratory science above the 9th grade level
- 3 years of mathematics (2 of algebra and 1 of geometry)
- 3 years of one foreign language (modern or classical)

Substitutions may be considered and approved according to college entrance requirements and student needs.

Each Abbot student is under the guidance of a faculty advisor of her own choosing. While this systematic arrangement is helpful in terms of academic progress and planning, it is also expected that advisors will know their advisees well and thus have a comprehensive picture of them — academically, personally, and socially. With the approval of the Director of Studies, the advisor helps the student plan her program, considering her total work load and her course alignment; careful consideration is given to working out an appropriate balance of academic responsibilities each term, while keeping in mind college admission and graduation requirements. Faculty and parents are encouraged to keep in close touch with the Director of Studies and the advisor concerning each girl's progress. A written mid-term report of the student's work from her teachers, and the faculty advisor's appraisal are sent to parents in October. Similar term reports and grades are sent in December, March, and June. Supplementary reports of achievement and academic warnings may also be sent to parents from time to time. Resident advisors' reports are sent three times a year. Honor Board reports will be sent to parents, as well as reports of accumulating records which cause concern.

Advising and Reporting

Independent Study Program

The term-contained Independent Study program for students in grades 11 and 12 is designed to offer the student an opportunity to involve herself totally in an extensive project or investigation which requires both depth and breadth. Such a project is not to be used to fulfill regular course requirements, and is to be distinguished from regular departmental class projects and tutorials. Each term-contained Independent Study receives 1/3 credit. The program is open to returning 11th and 12th grade students in the Fall Term, and all 11th and 12th grade students in the Winter and Spring Terms. Students may undertake no more than one Independent Study per term, and no more than two per school year. In order to undertake a project, a student must obtain the consent of a faculty advisor who will act as a sponsor for the Independent Study, and must submit a written proposal for approval by a reviewing board.



Students with special interests, preferably eleventh graders, may take advantage of a number of off-campus programs planned by Abbot. Most of these are one term or less in length. For such projects to be successful the candidates must be well-qualified, both to assure positive results from the programs and to be able to afford the time away from classes. Selection of candidates for these programs involves three steps: a statement of interest on the part of the student, written permission from parents by a specified deadline, and approval of the Director of Studies or teachers immediately concerned with the program.

Washington Intern Program. The Intern Program, now in its third year, gives girls in the spring of their eleventh grade a chance to be directly involved with operations of the federal government. For seven weeks students reside at a campus in the Washington area. Each girl is assigned to a different Senator or Congressman and reports to his or her office five days a week. Last year girls performed various tasks including sorting mail, attending committee meetings, and gathering material and information for their Congressmen. In the evening girls participate in seminars held jointly with Phillips Academy interns. The students are addressed by journalists, scholars, law-makers, and others who are active or familiar with the Washington scene. A resident advisor hired by Abbot accompanies the group and helps to arrange guidelines for student life in an urban environment. Social events at the host campus as well as with the Phillips interns provide extracurricular counterpoints to the work-study experience. During their term in Washington girls maintain journals to record their experiences and encourage reflection and discussion. Girls who are interested in being considered for this program should organize their academic programs so that in the eleventh grade they will be taking American History but not a laboratory science. Interns return to Abbot for two weeks of review before the end of school. In the past, a small number of salaried intern jobs have been provided for some students in need of financial assistance. The cost of the seven week program has been \$600 per student for the last two years.

Program In Costa Rica. In the past year several Abbot students spent their spring term studying at a day school in Costa Rica, with Spanish-speaking families in San Jose. It is hoped that this program can be offered again in the spring of 1973. Both Spanish and English are used at the school but candidates who plan to go should have completed one and two-thirds years of Spanish or its equivalent by March of their eleventh grade and should not carry a laboratory science course in the eleventh grade. The latest date on which application can be made is November 1, 1972 but decisions regarding Abbot courses must anticipate the science restriction and the language requirement. Cost for the program is about \$550 per student.

The Abbot Rosebud Indian Reservation Exchange Program. Beginning in January, 1972, Abbot undertook an exchange of students with six girls on the Rosebud Indian Reservation in South Dakota. It is hoped that this opportunity will again be made possible for 1972-73. There are no special requirements or restrictions, but candidates should be able students and outgoing, adaptable people. Girls entering this program are not eligible for any of the spring term off-campus programs. Through the auspices of the Intercultural Studies Group in Boston, the school contracted for the services of a native Rosebud resident to act as liaison between Abbot and two cooperating schools in South Dakota. Six girls from the Reservation make Abbot their base for a month, attending classes, conferences, and points of interest in New England. During this time they experience a sample of the New England boarding school culture and meet the Abbot girls who will be going to South Dakota.

The Abbot girls return to South Dakota with their Reservation counterparts — both white and Indian. On the Reservation the Abbot girls live with families or in the dormitory of the mission school. The goals of this program are defined simply: to expose students to cultures widely different from their own; to foster a one to one relationship with a student representative of another background; to demonstrate the color and vast range of styles of groups within the continental United States. Cost is for plane fare, one way to Pierre, South Dakota, \$119.



The Abbot California Exchange Program — In Preparation. In winter of 1972 Abbot plans to exchange tenth and eleventh grade students for the opening term with the Katharine Branson School of Ross, California. By giving students a term's taste of another academic environment in a different part of the country, the program hopes to broaden student perspective on the academic enterprise and the differing character of various regions in the United States. Different from ordinary travel, the plan is to immerse a student in California life with students and adults rather as she would be immersed in a foreign exchange program. Also the host institutions will benefit from the presence of visitors with differing styles and viewpoints. The cost is borne by parents.

The Abbot/St. Dunstan's Exchange — St. Croix, U.S. Virgin Islands. In February 1972 Abbot took a group of five girls for one week from the ninth and eleventh grades to live with Island families, attend St. Dunstan's Episcopal School catering to Cruzans and Continentals, and explore the sights and life style of an exotic American territory without the tourist trappings usually attendant on such visits. St. Dunstan's hopes to send a delegation to Abbot in 1972-73. Cost for each student borne by parents in 1972 was \$225.00.

School Year Abroad. It is possible for students, preferably eleventh graders, to spend a full year studying abroad on campuses in France, Germany, and Spain. Abbot is an Associate Member of the School Year Abroad, a program founded by Phillips Andover, Phillips Exeter, and St. Paul's School. Candidates should be at least sixteen years old during their year abroad, and should have completed two years of French, German, or Spanish, or the equivalent, prior to departure. They must have established good academic records and possess the personality and character to make them good representatives of this country. The students live with native families, but are taught by faculty from member schools as well as by native teachers. Course plans must be discussed with Abbot and parental permission for the program obtained by February 1, 1973, for any candidates interested in the places held for Abbot students in 1973-74.



Description of Courses

Course titles, grade levels
and campus locations

ART

Instruction in the Art courses is intended to help each person make the content of his or her work as meaningful as possible. The student accomplishes this through a firm understanding of technique, strong critical judgments, and the desire to be highly self-disciplined in his or her endeavors.

The Advanced Studio courses are offered mainly to the two upper classes, who have either taken the Visual Studies prerequisite or a studio minor course in which they have prepared a portfolio. New students must have had similar experience.

A minor course; may be elected as term-contained in any term, or year long. (Fee not to exceed \$10 per term). Two period course which either introduces students to art or permits them to continue or to further develop abilities and interests they already have. There will be continuous reference to the principles of design and an opportunity to learn and to experiment with new techniques. There will be a balance between structured problems and free creative periods. Those who wish to continue in Advanced Art classes will prepare portfolios. Previous experience in art is not required.

A minor course; may be elected as term-contained in any term, or year-long. (Fee not to exceed \$15 per term). Two unprepared class periods. The course provides instruction in hand building, wheel throwing, glaze-making, loading and firing of the kiln. Emphasis is on creative expression. Previous experience in art is not required.

A minor course; may be elected as term-contained in any term, or year-long. (Fee not to exceed \$15 per term). Four unprepared class periods, otherwise similar to Ceramics I.

A minor course; may be elected as term-contained in any term, or year-long. (Fee not to exceed \$20. per term). Two unprepared class periods. Documentary photography means working with people and their environment. It is a truly human form of expression, seeking to break down barriers of fear, prejudice and self-consciousness. The course expects each student to seek the highest possible print quality and to pursue in depth his or her own method of work on a self-defined project. Previous experience in art is not required.

A minor course; may be elected as term-contained in any term, or year-long. (Fee not to exceed \$20 per term). Four unprepared class periods. An introduction to the basic concepts and techniques of painting in oils, watercolors, and acrylics and to printing, relief (woodcut, linoleum, etc.) and silkscreen. Preparatory to the preferred work in the medium of each student's choice, there will be class discussion, review of ideas, demonstrations of techniques, and assigned problems of design. The course will meet in the Abbot studio. Prerequisite: Visual Studies or instructor's approval.

ART – MINORS

Studio Art

9 – 12

Abbot

Ceramics

9 – 12

Abbot

Ceramics II

10 – 12

Abbot

Documentary Photography

9 – 12

Abbot

Painting & Graphics

10 – 12

Abbot

Weaving – Welding

Minor courses; can be arranged as term-contained or year-long. Arrangements can be made for a limited number of students to take these courses if there is sufficient interest.

Addison Gallery Special Project
11 – 12
Phillips

A minor course, may be elected as term-contained in any term, or year-long. (Fee not to exceed \$20 per term). The opportunity is available for students who have specific ideas for exhibition-type projects to work in the museum under the guidance of gallery personnel.

ART – MAJORS

Visual Studies
9 – 11
Phillips

A one-term major course; offered each term. (Fee not to exceed \$25 per term). Five class periods plus some preparation. In its emphasis on observation, this basic course is designed to supply an understanding of contemporary surroundings. Along with the discussion of design problems, the student receives experience in photography, drawing, two-dimensional design and three-dimensional construction.

Architecture
11 – 12
Phillips

A year-long major course. (Fee not to exceed \$20 per term). Four prepared classes. A design course, based on the previous year's work in Visual Studies, which relates the basic ingredients of surface and volume to the structure of shelter for human purposes at a human scale. At least one term involves large-scale projects constructed in the woodworking shop.

Art History
11 – 12
Phillips

A two-term major course; fall and winter. Four prepared classes. The course examines major movements in painting, sculpture and architecture of the 19th and 20th centuries through discussions and commentaries of representative works. The course includes occasional trips to museums and galleries in the Boston and Cambridge area.

The course begins with a general introduction into the theory of art, concentrating on the social background and new artistic criteria of modern movements. It introduces French and English artists of the late 18th and early 19th centuries. The bulk of the course, however, concentrates on the following movements: Post-Impressionism, Expressionism and the Bauhaus movement, Cubism, Surrealism and Post-War Modernism.

Art History Survey
11 – 12
Abbot

A year-long major course. The course is a survey of Western Art from ancient to modern times. Roughly half to two thirds of the year devoted to the Greek to Baroque art (18th century), with the rest of the year devoted to the Modern movements such as Impressionism, Expressionism, Dada, etc. The history of photography as a creative medium is also included. There is an emphasis in the course on the social environment in which a style flourishes, as any art is determined in part by the society which produces it.

The class is offered to Abbot and P. A. students and combines lectures accompanied by slides and/or films, with class discussion. The reading includes Janson's History of Art as the basic text, with supplemental texts in areas such as American Art, Modern Art, Architecture and Photography. The course includes "guest lecturers" and museum trips to the Boston area. Students are expected to produce several research papers or projects over the year and are also encouraged to conduct classes on areas of particular interest to them.





A year-long major course. (Fee not to exceed \$15 per term). For those who wish to be seriously involved in the total operation: from design to execution including chemical analysis and some glaze calculation, responsibility for firings and volunteer teaching. Four class periods with one lecture period. Assigned reading, one afternoon field trip monthly, firing help - limited to 8. Prerequisite: previous potting experience.

Ceramics Major
11 – 12
Abbot

A one-term major; two or three terms if desired. (Fee not to exceed \$15 per term). This course will provide a foundation in the materials, methods, and principles of drawing. The materials will include charcoal, pencil, pen and ink, brush and ink, and various crayons. The methods will be discussed in terms of the most advantageous use of the materials. The visual principles will include light and shade, line and shape, perspective, proportion, and structure. Attention will be given to drawing as a means of learning to see clearly and as a means of self-expression. This will include consideration of drawings, ancient and modern, and the things, processes and places of nature and the mind. Previous experience in art is not required.

Drawing
9 – 12
Abbot

One or two terms: fall; winter; fall and winter; winter and spring; fall and spring. (Fee not to exceed \$25 per term). Most of the filming is done on very simple Super-Eight cameras. The cameras are bought by the student for about \$25; but are re-purchased by the school at the end of the course for the same amount, if the cameras are still in good condition. More complex cameras, and facilities for work with animation of 16mm film are available as students come to require them for particular projects.

Filmmaking
11 – 12
Phillips

A two-term major course. (Fee not to exceed \$25 per term). Similar to the minor course; the fall term is required but either the winter or spring term may be omitted. Four class periods and a required equivalent amount of outside time.

Painting & Graphics
11 – 12
Abbot

A one-term major course; offered each term. (Fee not to exceed \$20 per term). A term-contained major given each term, this course aims to explore photography as a visual language through which the student may make his own statements. Technique and control are emphasized for clarity, but content is the first consideration; therefore, frequent reference will be made to the content in other artists' work. Previous experience in art is not required. Limited to 10.

Photography
10 – 12
Phillips

(Fee not to exceed \$25 per term). Students must enroll for at least two terms, one of which must be the fall term. Designed to give students who are seriously interested in photography a chance to explore the medium in depth, the course will be limited to 12 students.

Photography
11 – 12

A (Fall) Four class periods, one double laboratory, a total of two hours of preparation. An introduction to photographic techniques, photographic seeing, and the history of photography.

B (Winter) Abbot Academy: Two class periods, four hours preparation. Each student is expected to work in a highly self-disciplined manner on a project of his or her own choosing.

C (Spring) Abbot Academy or Phillips Academy, depending on the student's preference: two prepared class periods and work on individual projects. The term concludes with an exhibit of student work.

Sculpture
11 – 12
Phillips

A year-long major. (Fee not to exceed \$20 per term). Offers an opportunity to work in practically every material available to the sculptor today, such as wood, stone, metal, plastics, plaster, and others. It is therefore possible for the student to develop into sculpture, concepts already begun in Visual Studies, as well as ideas drawn from his own experience. Individual criticism is stressed.

A(Fall) Emphasis this term will be on the techniques of sculpture construction. Along with welding, carving and casting, the student will follow the process of translating his ideas into three-dimensional form.

B(Winter) Kinetic sculpture. An exploration into art concerned with movement through space. Students will pursue individual projects ranging from mobiles and mechanized form to electronic sculpture and color organs in search of the aesthetics of movement.

C(Spring) Students will be encouraged to continue either the stabile or kinetic pieces they have done in the two previous terms.

Studio Art Major
12
Abbot

(Fee not to exceed \$25 per term). This is a year-long credit course for advanced art seniors. The fall term will be planned specifically to prepare the student for independent work. There will be assigned problems in drawing and design and further instruction and demonstration of the technical aspects of painting and printing; an introduction to the use of acrylics or oil paints and to relief and intaglio and stencil printing. Slide presentations and class discussions will serve to review the principles of art, to examine the concepts involved, and develop an overall awareness and critical sense. Four hours outside independent work is required as the responsibility of each student. This outside work will include trips to galleries and museums as well as work in the studio.

THE CLASSICS

Courses in the Classics acquaint the student with the complexities of two civilizations whose literature and institutions have helped to shape and determine our own. Through reading the varied literary products of these cultures, the student comes to sense the nature of man's attempts to deal with himself, his gods, and his society. These works are of unquestioned influence on later literary style and many introduce basic and enduring mythical motifs.

The emphasis of the first two years is on vocabulary, the mechanics of grammar, and translation techniques, all of which should offer the student a better understanding of her own language. Not only do Latin and Greek strengthen English vocabulary but they also add to one's discrimination in the use of words. Stress is placed on the grammatical differences and similarities between the classical languages and English; the regularity and clarity of Latin syntax provide an easy comprehension of language structures, a comprehension which facilitates the learning of other languages. Because we examine these structures thoroughly, Latin and Greek are especially appropriate courses for the student with little language experience or with little aptitude for languages taught by the oral-aural method.

Three years of a classical language satisfies Abbot's language requirement.

All the following courses are offered on the Abbot campus. Abbot girls may, with special permission, take certain Greek and Latin courses at Phillips.

Classical Studies
9 – 10

A one-term major course; offered each term. Introduction to Classical Mythology - a course to bring the student out of the "Zeus who, Jupiter what?" stage.

The beginning Greek course teaches the student the basic forms and syntax and the fundamental vocabulary. Considerable emphasis will be placed on Greek culture and society. The course also will serve a broader function in that it will afford an understanding of the principles of language in general and an introduction to linguistics.

Greek 10

A year-long minor course. This minor course is a gradual introduction to Ancient Greek.

Greek 10

A year-long minor course. This course continues to teach basic Greek to the second year student.

Greek 20

A year-long major course. This is the beginning course in which the student learns the fundamentals of Latin grammar, vocabulary and prose style. Considerable emphasis is placed on Roman culture and society. The course also serves a broader function in that it gives the student an understanding of the principles of language in general and an introduction to linguistics.

Latin 10

A year-long major course. The fall term of this course is designed to complete the student's knowledge of the essentials of Latin grammar and vocabulary, after an appropriate review. Students are introduced to Latin prose through a variety of readings of Roman myths and legends.

Latin 20

In winter term, selections from the later books of Caesar's Gallic Wars are read in which the student studies Caesar's unequalled prose in reading his accounts of his military expeditions and also the social and religious customs of the ancient Gauls and Britons (including his famous description of the Druids).

Spring term is a study of Roman humor as clearly seen in the comedy "The Haunted House" by Plautus. This play serves as an excellent foil to Caesar and gives the student a glimpse of the range and diversity of Latin literature.

The following upper level courses emphasize the literature of the Romans and seek to develop in the student the tools of literary criticism. Course selection can be determined by personal interest and relevancy to other courses.

Latin Literature Courses

The first six courses which follow are term-contained. Only one will be offered each term. Candidates interested in these should therefore indicate first and second choices for each term.

A Conspiracy Against the State. A one-term major course; offered in fall. A study of the complex political situation of late Republican Rome in which Catiline plotted to overthrow the government, as seen through the writings of Cicero, who was his successful antagonist, and through Sallust, who was an interested but uninvolved spectator.

Latin Lit. 1

Historical Myth. A one-term major course; offered in fall. Livy's picturesque yet epic account of the founding of Rome, starting with Aeneas' flight from Troy to Italy through Romulus and Remus and the seven legendary kings of the city.

Latin Lit. 2

Catullus: The Agony and the Ecstasy. A one-term major course; offered in winter. The lyric expressions of a young poet's emotions.

Latin Lit. 3

Roman Humor. A one-term major course; offered in winter. A study of popular entertainment: the comedy of Plautus and through it a sociological view of Roman life and times.

Latin Lit. 4

- Latin Lit. 5** **Survival of Culture in the Dark Ages.** A one-term course; offered in spring. The descent of western civilization into the Middle Ages and its gradual renewal, as seen through diverse and fascinating literary works of a thousand years.
- Latin Lit. 6** **Satyricon of Petronius.** A one-term major course; offered in spring. The bizzare work of one of the Roman empire's strangest and funniest writers.
- Latin Lit. 7** **The Aeneid: The Nature and Intention of Epic.** A year-long major course on Vergil's monumental epic poem.

ENGLISH

The purpose of the English program is to encourage the appreciation of literature as a source of living ideas and to develop the ability both to think logically and imaginatively and to write clearly and correctly. English 10; competency in reading and writing skills, met by English 20; and a year of literature in depth and breadth, fulfilled by any one of the courses offered at the English 30 level, complete the Department's diploma requirements and are prerequisites for the English 400 electives. In 1972-1973, the Abbot Academy English 30 and 400 courses and the Phillips Academy Middle and Specialized courses will be open to coordination.

English 10 9 Abbot

The course will be team-taught by members of the department and divided into three term-contained units. Two of these terms concentrate on different kinds of literary expression including the novel, the short story, drama and poetry. Continuing texts: Composition #9, Kaleidoscope, A Journey of Poems. One term: an examination of myth and fable, a study of the hero. Representative texts: Beowulf, The Once and Future King, Romeo and Juliet, Cyrano de Bergerac. One term: a study of the adolescent. Representative texts: Pigman, My Antonia, Go Tell It on the Mountain, The Glass Menagerie. One term: Classroom Behavior, The Learning Experience. Abbot's experience for ninth graders calls upon each student to discuss classroom behavior, to practice more immediate ways of listening and discussing, and to relate to her teacher as a resource rather than as a force or disciplinarian. Reading in this term is from a student-drawn list. Class discussions are varied with circumstance, and writing is discussed and undertaken by students. In this way the teacher, by careful observation, oversees the efforts of fifteen individuals rather than one class. Work is evaluated by each student and by the teacher in periodic comments made to the class, to the Director of Studies, and to parents.

English 20 10

The aim of this course is to develop both an ability to communicate clearly and intelligently and a sensitivity to language. The emphasis will be on the written word, both the student's own and that of the recognized writer. To the latter end, readings in literature will also be included in the course. The program will begin with a workshop approach, directed to the specific needs of the individual class, and will consider questions of grammar, syntax, and paragraph development. While each class will proceed at its own pace, the entire offering will include: the development of competency in different kinds of writing - narrative, descriptive, expository, persuasive, and creative; an awareness of the importance of style and tone; and an introduction to the organization of a critical paper of at least three pages in length.

30-Level Courses

While the courses at the 30 level are usually term-contained, each section is taught by the same teacher for the year, and courses are chosen by the student in a block of three. In addition to the specific focus of each elective, emphasis is also placed on the study of genre and on the development of sensitivity to language and style. With department permission, a student may elect Phillips Academy Middle English courses or combine Middle courses with one of these electives.

Brave New World. Study of satire in all types of literature. Texts: Madwoman of Chaillot, Giraudoux; Brave New World, Huxley; essays of Twain, Wylie, Thurber; poems of Pope, Swift, Auden, Cummings; One Flew Over the Cuckoo's Nest, Kesey; Cat's Cradle, Vonnegut; Slaughterhouse Five, Vonnegut; Animal Farm, Orwell; 1984, Orwell.

The Heart of Darkness. A study of the darker side of man's consciousness. Basic texts: Macbeth; Tales of Poe and Hawthorne; Benito Cereno, Melville; Secret Sharer and Heart of Darkness, Conrad.

Youth and Reality. This course will focus on the individual American youth, past and present, struggling to grow into adulthood and will combine independent study with regular class meetings. Texts: Selected short stories and poetry of Faulkner, Hemingway, Agee, James, Frost, Cummings, Millay. Examples of independent projects: critical paper on particular author; short stories or poems expressing the student's awareness of his or her own struggle; a photographic essay; a slide tape of the American scene.

Satire. The development of satire from the 18th century to the present. Representative authors: Swift, Pope, Addison, Steele, Twain, Vonnegut.

Youth and Reality. The stream of continuity from the 16th century to modern times illustrates the reality which youth has always had to face. Particular emphasis is placed on the problems of today's youth in a vastly changed world. Basic texts: Twelfth Night; The Old Wives' Tale; Billy Budd; Winesburg, Ohio; The Red Sky; Demian.

The American Dream. An attempt to find and define the American Dream as it appears in the literature of our country from Cooper to Mailer. Texts: Ragged Dick & Mark the Match Boy, Alger; Great American Short Stories, ed. Stegner; Mark Twain Short Stories, A Laurel Reader; The Great Gatsby, Fitzgerald; A Farewell to Arms, Hemingway; Babbitt, Lewis; God Bless You, Mr. Rosewater, Vonnegut; American Dream, Mailer.

Man and Nature. Does Man need Nature? What happens to him when he departs from it or rejoins it? What is "Nature" and the Natural, anyway? Is it always outside Man? Has there been a change in man's relationship with "Nature"? What are the consequences? Is the change irreversible? Readings and discussions will revolve around these and related questions. Representative readings: Zorba, the Greek; Moby Dick; The Caucasian Chalk Circle; The Old Man and the Sea; The Good Earth; Macbeth; Steppenwolf; Siddhartha; poetry by the English Romantics; poetry by e.e. cummings; The Bacchae; Rhinoceros; The Book; A Moment in the Sun; One Flew Over the Cuckoo's Nest.

English 30
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English 31
11
Abbot

English 32
11
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By winter term the group will have developed its own personality and direction. The work of the next two terms will arise naturally out of that personality. The class will define its own boundaries and define its own syllabus with advice from the instructor. Possibilities: a class-produced play; a study of a particular author; a study of a particular genre, perhaps poetry; an individualized tutorial approach, giving each student a chance to undertake a reading or writing project, with advice from the instructor with whom she would meet frequently. (The culmination of a reading project would be a lengthy piece of writing, its nature dependent upon the nature of the project.

English 33
11
Abbot

Readings in English Literature. An attempt to trace the development of English literature from Shakespeare to T.S. Eliot. Representative authors: Shakespeare, Swift, Browning, Blake, the Brontës, Shaw, Eliot. (Two terms).

The American Dream. An attempt to find and define the American Dream as it appears in the literature of our country from Cooper to Mailer. Texts: Ragged Dick & Mark the Match Boy, Alger; Great American Short Stories, ed. Stegner; Mark Twain Short Stories, A Laurel Reader; The Great Gatsby, Fitzgerald; A Farewell to Arms, Hemingway; Babbitt, Lewis; God Bless You, Mr. Rosewater, Vonnegut; American Dream, Mailer.

English 34
11
Abbot

The Comic Vision. The course will explore the comic and satiric spirit from Shakespeare to the 20th century. Basic texts: Twelfth Night; Gulliver's Travels; Pride and Prejudice; School for Scandal; Catch-22; A Room with a View; Cat's Cradle.

Black Literature. A study of Black writers, including Wright, Baldwin, Ellison, Hughes, and Cleaver. Supplementary reading will include the way in which the Black has been portrayed by such writers as Twain, Styron, Faulkner.

Man and Nature. The course will focus on Man's relationship to his natural environment, including such aspects as man in conflict with nature, the Romantic's view of man and nature, the origins of Transcendentalism, and the philosophy today of man's need to live within nature sensitive to its particular needs. Basic texts: Macbeth, The Secret Sharer and The Heart of Darkness, Walden, Romantic poetry, Benito Cereno, Billy Budd, Siddhartha.

English 35
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Abbot

Comic Vision. The course will explore the comic and satiric spirit from Shakespeare to the 20th century. Basic texts: Twelfth Night; Gulliver's Travels; Pride and Prejudice; School for Scandal; Catch-22; A Room with a View; Cat's Cradle.

Youth and Reality. The course will focus upon the particular problems of youth in reaching adulthood. How is each defined? Is reality definable? As you Like It; Of Human Bondage, Maugham; Winesburg, Ohio, Anderson; Go Tell It on the Mountain, Baldwin; Demian, Hesse; The Bear, Faulkner.

Man and Nature. The course will focus on Man's relationship to his natural environment, including such aspects as men in conflict with nature, the Romantic's view of man and nature, the origins of Transcendentalism, and the philosophy today of man's need to live within nature sensitive to its particular needs. Basic texts: Macbeth, The Secret Sharer and The Heart of Darkness, Walden, Romantic poetry, Benito Cereno, Billy Budd, Siddhartha.

Epic Poetry. An investigation of the diverse and unique literary monuments produced by many cultures. Works such as The Odyssey; The Aeneid; Beowulf; Gilgamesh; The Song of Roland; and Tolkein's Ring Trilogy will be read (full year).

English 36
11
Abbot

Honors. By department permission. The basic courses will be The Comic Vision, American Dream, and Man and Nature with emphasis both on in-depth reading and independent study.

English 37
11
Abbot

The following courses may be elected upon successful completion of the Department's competence and literature in-depth requirements.

400-Level Courses

Creative Writing. A student may elect this course for one, two or three terms. The class group will meet once a week to listen to and criticize the work of its members; otherwise, students will meet with the instructor on an individualized tutorial basis. They may work out their own program of writing, with advice from the instructor, and may emphasize one type of writing or more than one. Representative types: short story, children's literature, drama, poetry, essay. Reading will be suggested as it seems appropriate.

English 400
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Abbot

Literature of the 20th Century. Students may elect this course for one, two, or three terms. This course will concentrate on the period between 1900-1970 and will include the novel, drama, and poetry. Representative writers: Lawrence, Joyce, Faulkner, Bellow, Salinger, Malamud, T.S. Eliot, Yeats, Cummings, Stevens, Miller, Pirandello, Beckett, Pinter.

English 401
12
Abbot

Portrait of the Artist. A one-term major course; offered in fall. A study of the sensitive human being forced to make some adjustment to an often insensitive world. What are the varieties of adjustment (or lack of it)? Representative texts: A Portrait of the Artist, Joyce; Cat and Mouse, Grass; Steppenwolf, Hesse; The Caucasian Chalk Circle, Brecht; Henderson the Rain King, Bellow.

English 403
12
Abbot

The Role of Women in Drama. A two-term major course; offered fall-winter. A study of some of the great women characters from Greek times to the present day. Play reading in class and some acting of scenes. Changes in style and in the elements of stage production through the centuries will be examined. Opportunities offered for writing and staging student plays. Short critical papers and one long project. Plays: Antigone, Sophocles; Medea and The Trojan Women, Euripides; Antony and Cleopatra and Hamlet, Shakespeare; The Three Sisters, Chekov; The Doll's House and Hedda Gabler, Ibsen; St. Joan, Shaw; Miss Julia, Strindberg; The House of Bernarda Alba, Lorca; Long Day's Journey into Night, O'Neill; The Good Woman of Setzuan, Brecht; The Glass Menagerie, Williams.

English 404
12
Abbot

Man and God. A two-term major course; offered fall-winter. The course will consider man's search for meaning in what frequently seems to be an inexplicable world. Readings will include: Oedipus Rex, Sophocles; Hamlet, Shakespeare; Rosencrantz and Guildenstern are Dead, Stoppard; Moby Dick, Melville; Mourning Becomes Electra, O'Neill; A Portrait of the Artist as a Young Man, Joyce; The Assistant, Malamud; The Sun Also Rises, Hemingway; Miss Lonely Hearts, West; Zorba the Greek, Kazantzakis.

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English 408 12 Abbot	Irish Studies. A two-term major course; offered winter-spring. A look first at the history and folklore of Ireland, and then an attempt to trace its influence on Irish writers from Yeats to Beckett. Representative authors: Yeats, Joyce, Synge, O'Casey, Beckett; <u>The Concise Course of Irish History</u> , Moody.
English 409 12 Abbot	Gods, Heroes, and Poets: Classical Mythology. A two-term major course; offered winter-spring. A study of Greek and Roman mythology and the use of these poetic motifs in later literature. "Mythology is more than just Dick and Jane with harder names." Schork.
English 411 12 Abbot	The Beat Generation and The Angry Young Men. A one-term major course; offered in spring. A look at the post-war generation of the 50's both in England and America and its search for values as expressed by Kerouac, Ginsberg, Ferlinghetti, Osborne. Representative texts: <u>Coney Island of the Mind</u> , <u>The Subterraneans</u> , <u>Look Back in Anger</u> .
English 412 12 Abbot	The Expatriates - Paris of the 20's! A one-term major course; offered in spring. The Montmartre, populated by the angry, young self-exiled writers seeking for self-identification and home. Who are these people? What are they like? Representative texts: <u>That Summer in Paris</u> , Callaghan; <u>A Moveable Feast</u> , Hemingway; <u>The Beautiful and the Damned</u> , Fitzgerald; <u>Soldier's Pay</u> , Faulkner.
English 413 12 Abbot	Southern Gothic: Novelists of the Grotesque. A one-term major course; offered in spring. A study of the condition of characters who are shut in a world of distortion and isolation. Representative authors: Flannery O'Connor, Truman Capote, Carson McCullers, William Faulkner.
English 414 12 Abbot	A one-term major course. Independent Study. Open to 12th graders in any term by Department permission and upon acceptance of the proposed study by a Department member of the student's choice.

MIDDLE ENGLISH COURSES AT PHILLIPS ACADEMY

These are in addition to Abbot's English 30 level courses. May be elected by Department permission after completion of the Department's competency requirement. Students may elect one, two or three terms, with the remaining terms chosen from Abbot 30 offerings.

Middle Courses. A student who has established competence in reading and writing takes three term-contained courses designed to give him the experience of reading in depth and to acquaint him with the scope of English and American literature. He may begin these courses at any time in which he is eligible. He should take them in the order indicated by the A, B, and C. A student may take more than one course under each heading.

Middle A Courses	Four hours a week. A one-term course. The first course a student takes in the middle sequence is one in which he reads in depth a relatively few texts taken from the Twentieth Century. The course is intended to develop his analytical and critical faculties as well as his appreciation of the possibilities of a work studied intensively. He may read in prose, poetry or drama.
Middle A 1	Prose
Middle A 2	Poetry
Middle A 3	Drama

Four hours a week. One-term courses. These courses are intended to provide for the student an opportunity to read English and American literature of the past and thus to gain an idea of the scope of his literary heritage.

These courses lie within the literature of the period 1660-1890.

Age of Swift. Reading in Swift and other writers of the Eighteenth Century enlightenment.

The English Novel. Reading in the novel as it developed in the Eighteenth Century to the Nineteenth Century.

Romantic and Victorian Poetry. A study of the great English Romantic poets as their work relates to that of the Victorians.

Age of Twain. Reading in Twain and other American writers of the post Civil War period.

These courses lie within the literature before 1660.

Homer and Chaucer. Either The Iliad or The Odyssey in conjunction with The Canterbury Tales.

Greek and Shakespeare Tragedy. A relatively few Greek tragedies read with some of Shakespeare. For example, Oedipus Rex and Hamlet.

Chaucer and Shakespeare as Comedy. The comic spirit as expressed in the writing of the two men.

English Poetry 1550-1660. Reading in the late Renaissance poetry of such men as Jonson, Donne, Herrick, and Marvell.

These are in addition to Abbot's 400 level courses. Specialized Courses, open by Department permission upon completion of the Department's competency and literature in depth requirements, are of three kinds: courses which are term-contained, designated A; courses which are of two terms, sometimes with an option of a third term, designated B; and full year courses, designated C.

Fantasy in Literature. Four prepared class periods. The evolution of fantasy in literature from its origin in early myths to its prominence in contemporary literature.

Hamlet, the Man; Hamlet, the Play. Four prepared class periods. The course will consist of a close reading of the text, a major paper in which each student discusses his interpretation of the play, drill in reading aloud some of the great scenes "trippingly on the tongue", and a brief survey of "scholarly" thought about Hamlet over the last three hundred years.

Writers in Depth. Four prepared class periods. A study of the work of several authors in its entirety, related to biographical and critical material. The authors are chosen by the class and by the instructor. This course may be taken in separate terms.

Satire and Comedy. Four prepared class periods. Three separate terms. Students may enter and leave at any term, though a full-year commitment is welcome. Fall term: Ancient and Renaissance. From Horace and Juvenal to Jonson and Moliere. Winter term: Eighteenth Century. From Dryden and Pope to Voltaire and Sterne. Spring term: Nineteenth and Twentieth Centuries. From Carroll to Steinberg.

Middle B & Middle C Courses

Middle B Courses

Middle B 1

Middle B 2

Middle B 3

Middle B 4

Middle C Courses

Middle C 1

Middle C 2

Middle C 3

Middle C 4

SPECIALIZED ENGLISH COURSES AT PHILLIPS ACADEMY

Specialized A 1

Specialized A 2

Specialized A 3

Specialized A 4

- Specialized A 5** **Modern Theater.** Four prepared class periods. A chronological study of the development of drama in Europe beginning with Pirandello (fall), in America beginning with O'Neill (winter), and an investigative reading of contemporary playwrights in Europe and America (spring). Enrollment in the fall or in the winter term (preferably both) is a prerequisite for enrollment in the spring term.
- Specialized A 6** **American Renaissance.** Four prepared class periods. Reading, discussion, and comparison of the major works of five great American authors - Hawthorne, Emerson, Thoreau, and Whitman - as well as a smattering of minor authors who also cluster around the date 1850. Partly a study of American idealism, with Hawthorne and Melville present for balance, the course will also investigate the lives and interrelationships of these authors.
- Specialized B 1** **Age of Chaucer.** Four prepared class periods. Two consecutive terms beginning in the winter. Historical background for and literature of the Age of Chaucer, including an elementary history of the development of the language. This course would include a reading of Beowulf in translation, and some study of Anglo-Saxon, the Danish incursions of England, and the Norman Conquest. It would include a study of Chaucer and some of his contemporaries.
- Specialized B 2** **American Writers of the Twentieth Century.** Four prepared class periods. Two terms, starting in the fall. The third term is optional or may be taken separately. A study of the novel and the drama in America during the period 1900 to 1939. Representative authors are Wilder, Anderson, Wolfe, Fitzgerald, Cummings, Dos Passos, Steinbeck, Faulkner, Agee, Styron, West.
- Specialized B 3** **Comparative Humanities.** Four prepared class periods. Two terms, starting in the fall. The third term is optional. This course will investigate certain important ways in which literature may be compared to the other major art forms: music, painting, photography, film, and sculpture. The fall term will focus on similarities in mood, technique, purpose, philosophy, organization, and imagination. Two specific pairs will be studied: Hemingway and Mondrian, and Thurber and Klee. Then the short stories of Faulkner will be read in relation to several painters and photographers, and the Surrealist and Dada painters will be compared to various writers. In the winter and spring, a wide variety of analogies and contrasts will be considered, as between written drama and performance, between poetry and music, and words and photographs. A special emphasis will be placed on the quality of "greatness" in various art forms, using specific works of Greek drama, Shakespeare, Michelangelo, Picasso, Beethoven, and Mozart.
- Specialized B 4** **Outside the American Dream.** Four prepared class periods. Two consecutive terms beginning in the fall term. This course is designed for those with a special interest in American History and in American literature. The early readings in prose, drama, poetry and fiction present various models of the American Dream. The later course material consists of statements, now quiet, now anguished, by those outside the American Dream.

Literature and the Movies. Two prepared class periods and one double unprepared period. Two terms, fall and spring. The course examines the treatment of a few major themes in literature and in the movies. It attempts to define the peculiar relationship of word and image, and traces the evolution of the moving image as competitor and counterpart for verbal communication. Each student reads works of literature and criticism, and attends repeated screenings of films. Assignments are to be completed in written form. Students wishing first-hand experience with film are urged to take the Art Department course in film making.

Specialized B 5

Comedy on the Stage. Four prepared class periods. The course will trace the development of comic theatre from commedia dell'arte to the present. Representative works from four centuries will be read: Second Shepherd's Play to The Knack.

Specialized C 1

Creative Writing. Four prepared class periods. The course combines creative writing with the study of literature in depth. The reading consists of novels, collections of short stories, collections of poems, usually chosen from great works of the 19th and 20th centuries. After the fall term, reading is chosen by students in collaboration with the teacher. Class periods are devoted to workshops in which student writings are discussed and to seminar discussions of literary works. Normally the first term is devoted to fiction, the second to drama, the third to poetry, though fiction is stressed more than drama and categories tend to overlap. An individual can, if there is sufficient cause, choose to do an individual project rather than work in an area he finds uncomfortable.

Specialized C 2

Novel and Drama Seminar. Four prepared class periods. Most of the course is concerned with the major works of modern literature, principally the works of James, Faulkner, Grass, Barth, Nabokov, Borges, O'Neill, Eliot, Brecht, Kopit, Williams, Storey and Pinter. The student has the opportunity to study the "world" of each writer and to compare it with that of the others. In order that he may have a basis of comparison with the writers of the past, he also studies The Brothers Karamazov and King Lear. Class periods are devoted to seminar discussions, exercised in logic and argument, dramatic readings, drama games, and critiques of student analytical and creative work.

Specialized C 3

Afro-American Literature. Four prepared class periods. An in-depth study of the major ideas and writers. The first two terms will include Toomer, Wright, Ellison, Baldwin and others. The third term will be a comparative study of White and Black writers working with the same theme in the same time period.

Specialized C 4

Men are complex beings and their history forms a mesh of interrelated activities and ideas. Indeed, men are their own history.

HISTORY

Each history course at Abbot aims to encourage an understanding of the variety of men's behavior by looking at the influence of politics, economics, art, literature and philosophy, one upon the others.

An Introduction to English Culture. A year-long major course. Because so many American institutions and ideas have their roots in the history of England, some knowledge of English history is helpful to an understanding of the United States. But the study of English history and culture is interesting and rewarding in itself. Its political and social development sets England

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History 20
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somewhat apart from the other countries of Europe; small though England is, for part of its history it was a leader among European countries. This course will be a general survey of English history and culture, although we will concentrate on the reigns of the Tudors, the Stuarts, and of Queen Victoria. We will try to gain a sense of the English past by studying not only political history but also art, music and literature. As an introductory course, there will be some emphasis on the development of the skills of effective reading and essay writing.

Great Men and Issues. A year-long major course. Great Men and Issues covers the medieval to early modern period of European history, roughly from the reigns of Charlemagne to Louis XIV. The study of biographies of great men shows the impact they had on their times. Particular emphasis is put on change and the reasons that bring change about.

An attempt is made to recreate the climate of former ages by including not only the facts of history but also an awareness of the civilization through ideas, literature, and art, and the interplay of political and social forces.

On the whole, the course follows chronology. The Fall term deals with a Europe emerging from the Dark Ages, the civilizing role of the Catholic Church, its struggle for supremacy, the Crusades, the emerging towns and their impact on Society up to the Renaissance. The winter term is devoted to the study of the Renaissance with its great artistic achievements, Explorations, the beginning of national states, the Reformation and Counter-Reformation. The Spring term studies a Europe divided by religious, dynastic and national conflicts leading to the Baroque age stressing authority and obedience and the opposition successful in the Puritan Revolution in England. The triumph of absolutism under Louis XIV in France concludes the year.



Patterns in Human History: An Introduction to Anthropology. A year-long major course. As a general introduction to the social sciences, the course will attempt to answer the question "What is culture?" By focusing on the interaction between man and his environment, students will investigate various societies, both primitive and complex, ancient and contemporary, to determine those patterns of social behavior which make a culture unique and at the same time place it within the family of man.

**History 21
10
Abbot**

Fall and winter terms will present a brief introduction to archaeology and its methods, followed by a cross-cultural investigation of various aspects of society, such as family, kinship, marriage, religion and magic, economics, law, art, etc.

Spring term will be devoted to an in-depth study of two or three specific cultures in terms of the anthropological principles learned in the first two terms. Special emphasis will be placed on the American Indian.

In addition to various anthropology and archaeology texts, reading include fiction and biography.

Open to 9th graders with permission of instructor.

Modern European History. A year-long major course. The course in modern European history is an intensive and conceptual study of western Europe from the French revolution in 1789 to the present day. The first term is devoted to the study of the nature of revolution; the work of the second term is concerned with the development of "isms" - socialism, communism, nationalism, and imperialism; the work of the third term deals with twentieth century Europe. A variety of texts is supplemented by library reading.

**History 32
11 - 12
Abbot**

The American Mind: A History of American Life and Thought. A year-long major course. By focusing chronologically on the key ideas within each major era of American History, the course will attempt to reconstruct the "American experience" in terms of those values, attitudes, and beliefs which constitute "the American Mind" at any given point in history. The student will be asked to find those characteristics which set one era apart from another as well as to identify those threads which run throughout the American historical process.

**History 401
11 - 12
Abbot**

Reading material will be generally divided into three areas: history/biography, literature, and art history.

Fall term will deal primarily with "The Puritan Mind" of the seventeenth century and "The Enlightenment Mind" of the eighteenth century. Representative texts: Morgan, The Puritan Dilemma; Hawthorne, The Scarlet Letter; Miller, Sam Adams: Pioneer in Propaganda.

Winter term will be devoted to the nineteenth century and will deal with early Democratic and Transcendental thought, the Sectionalism of the Civil War, the mind of Reconstruction and the American Negro, and late nineteenth century industrialism. Representative texts: selected writings of Emerson, Thoreau, and Whitman, Narrative of the Life of Frederick Douglass, Woodward; The Strange Career of Jim Crow, an Horatio Alger novel.

Spring term will concentrate primarily on the twentieth century, with emphasis on the novel as a vehicle for social and cultural history. Special emphasis will be placed on the Era of Reform and the Twenties. There will be opportunity for independent study on topics relating to the twentieth century.

History 402
11 – 12
Abbot

American History. Equality of Opportunity: Ideal or Reality? A year-long major course. This course will be organized around a problem central to United States history: the tension between the ideal of equal opportunity for all citizens and the realities of American life. Each student will be involved in two complementary activities. One is an intellectual exploration of this evolving tension; the other is a fieldwork project that puts him or her to work providing a broader educational opportunity for poor or linguistically handicapped children in the greater Lawrence area.

In the fall term, students will study the generation of Americans who drafted and ratified the Constitution. What were their cultural values, their economic circumstances, their hopes and fears, their political and judicial traditions? Then, how were American ideals and Constitutional principles implemented during the first decades of the Republic?

After Thanksgiving, we will focus on the post-Civil War conflicts between business and labor, between bureaucracy and the individual, between minority cultures and majority norms - conflicts of which the outcomes have diminished or strengthened individual opportunity since 1865. What has the government done to broaden equal opportunity and to protect personal freedom? What are the limits of governmental intervention? This major part of the course will be directly informed by students' fieldwork experience. For example, in studying industrialization and immigration, we will both analyze Lawrence's urban development before the great labor disturbances of the early 1900's and search out clues for contemporary ethnic and political conflict in the lives of Lawrence's new immigrants. Periodicals and news articles will supplement primary sources and interpretive materials.

The final month of the course will ask where we go from here. How can schools be made to broaden authentic opportunity? Is radical political and economic change necessary - and is it possible without violence? To what extent does our foreign policy embody the ideal that "all men are created equal"? How shall the United States balance the needs of a billion desperately poor "third world" citizens with the needs of its own people and the exigencies of modern power politics? What should equality of opportunity mean in America and the world?

History 403
11 – 12
Abbot

American History. A year-long major course. Fall term: The Puritans and the Jacksonians. The English Puritans came to the New World with a sense of mission, that they were directed by God to establish a community founded on the true principles of religion to serve as a beacon to the rest of the world. Puritanism was modified by frontier conditions but the sense of mission remained, to be secularized by the generations of Thomas Jefferson and Andrew Jackson. The work of this term will consider in depth the Puritan settlers, how they adapted to the wilderness and tamed it, what they believed in and how those beliefs were changed as the original settlements grew and became prosperous. We will trace some of the Puritans' ideas,

particularly the sense of mission and uniqueness, through the American Revolution and the writing of the Constitution and into the period of President Jackson to see how those ideas affected the establishing of the Republic and westward movement. A variety of original sources will be used as well as The Puritan Oligarchy by Wertenbaker, Democracy in America by DeTocqueville and The Jacksonian Persuasion by Meyers.

Winter term: **The Problems of Urbanization.** In the second half of the nineteenth century, the United States experienced an industrial explosion, welcomed millions of immigrants, many of whom settled in mushrooming cities. The country was forced to deal with the problems of an expanding economy and an expanding population. Those problems include the exploitation of labor and the struggles of labor to defend itself, corruption in municipal government, and the attempts of new immigrants to join American society while retaining a sense of ethnic identity. This semester's work will concentrate on these and other aspects of industrialization, urbanization, and immigration.

Spring term: **Now, the Twentieth Century.** The work of the spring term will try to put that of the first two terms together to see what impact Puritanism and its modifications and the development of an urban society has on American culture in the 1930's and 1950's. Does America still implicitly believe in its mission, do we still romantically think of ourselves as an agrarian nation?

May be elected as term contained courses by Phillips seniors who have fulfilled their American history requirement.



History 404
11 – 12
Abbot

American History. A full-year major course. Fall term: **The Revolution and the Constitution.** This term's work will explore the causes and development of the American Revolution and the struggles for self-government from town and state governments to the ratification of the federal Constitution, 1763-1789.

Winter term: **American Nationalism, 1783-1865.** This will focus on the major theme of American political history prior to the Civil War, namely the effort to create and preserve a viable nation in the face of competing state and sectional interests.

Spring term: **Change and Reform, 1872-1916.** This will be a study of reform movements and resistance thereto during a time of accelerating transition from an agrarian to an urbanized, industrialized society. The rise of big business trusts, national labor organizations, governmental regulatory policies and Darwinian concepts of progress will be considered as they challenge traditional concepts and practices of competitive individualism and free enterprise.

History 41
12
Phillips

Greek and Roman History. Recommended as a full-year sequence but may be taken on a term basis. The course is concerned with Greek and Roman history from the Minoan Period to the fall of Rome in 475 A.D. Primary emphasis is placed upon the sources of modern cultural and political institutions in the Ancient World and upon those problems which the oldest democracies had in common with those of our own time. Whenever feasible, the reading is drawn from ancient sources in English translations.

Each term will represent a coherent but independent unit. In the fall term the survey will end with the Peloponnesian War (431-404 B.C.). The winter term will cover the period from the rise of Macedonia to the Golden Age of the Roman Empire. The spring term will be concerned with the transformation from Republic to Empire, ending with the fall of Rome.

Texts and reference works:

General: Bury, A History of Greece; Tenney Frank, A History of Rome; Greenidge, A Handbook of Greek Constitutional History; Grote, History of Greece; Zimmern, The Greek Commonwealth; Heitland, The Roman Republic; Gibbon, The Decline and Fall of the Roman Empire; Syme, The Roman Revolution; Cambridge Ancient History, Vols. IV-VIII.

Ancient Sources: (Any standard modern translation may be used except those of Rouse) Aeschylus, Aristophanes, Aristotle, Demosthenes, Euripides, Herodotus, Homer, Isocrates, Plato, Plutarch, Polybius, Solon, Sophocles, Thucydides, Xenophon, Greek Lyric Poets, Caesar, Cato, Cicero, Horace, Livy, Sallust, Suetonius, Tacitus.

East Asia in Revolution. Recommended as a full-year sequence but may be taken on a term basis. Four prepared class periods. "Revolution" has become cheap currency; but there is really little else that can appropriately characterize the movement of Chinese and Japanese histories over the past century. The course is thought of as a year-long course, but is offered in three term-contained units as follows:

Fall:	The Traditional East Asian Setting
Winter:	The Impact of the West
Spring:	The East Asian Response

To begin to understand the dynamics of contemporary East Asia, an attempt must first be made to comprehend the East Asian tradition. For this purpose, the first term's work will include readings from E.O. Reischauer and J. Fairbank, East Asia The Great Tradition; C.P. Fitzgerald, A Concise History of East Asia; H.G. Creel, Chinese Thought from Confucius to Mao Tse-tung; E.O. Reischauer, Japan, The Story of a Nation; J. Fairbank, The United States and China; and Allie M. Frazier (ed.), Chinese and Japanese Religions. The second and third terms will include readings from Teng and Fairbank, Michael and Taylor, Mary C. Wright, O.E. Clubb, H. Borton, R.K. Hall, A.D. Barnett, R. North, S. Schram, and E. Snow.

The course consists of readings (as noted above), lectures, audio-visual materials, map exercises, and work projects. In short, the overall effort is to introduce American students to Asia through study and critical examination of essentially the past century's histories of China and Japan.

The Discovery of India. A one-term major course; offered in fall. Four prepared class periods. With apologies to the late Jawaharlal Nehru and his daughter, Indira, the title of this course is inspired by his work written in Ahmadnagar Fort prison during a five-month internment in 1944. Nehru was seeking to discover India for himself as the molder of an Indian nation. We, as Englishmen before us, will be attempting in this short course to begin discovery of the setting, the motivations, and contemporary problems of an alien people who constitute the second largest nation on earth. We will be especially concerned with India's demography, thought and religion, domination by Moghul and Britain, struggle for independence, and prospects for survival. Readings may include Nehru; P. Spear, India; A Modern History and India, Pakistan, and the West; F. Smith, The Religions of Man; Allie M. Frazier, Readings in Eastern Religious Thought; and E.H. Erikson, Gandhi's Truth.

Modern Europe: An Inquiry into Continuing Issues. Recommended as a year-long sequence but may be taken on a term basis. Four prepared class periods. The course, while treating with Modern European history, is not designed as a standard survey; rather it is an effort to convince students that an essential task of the historian is to confront live issues. As suggested in Tierney, Kagan, and William's Great Issues in Western Civilization, the issues are alive because they come out of the tensions that men have to face in every generation - tensions between freedom and authority, between reason and faith, between human free will and the impersonal circumstances that help to shape our lives.

History 42
11 – 12
Phillips

History 42-S
11 – 12
Phillips

History 43
12
Phillips

Readings: C.V. Wedgwood, The King's Peace: 1637-1641; G. Lefebvre, The Coming of the French Revolution; R. R. Palmer, Twelve Who Ruled; L. Kronenberger, Kings and Desperate Men; R.L. Heilbroner, The Worldly Philosophers; P. Robertson, Revolutions of 1848: A Social History; B. Tuchman, The Proud Tower and the Guns of August.

The course is divided into the following term-contained units:

Fall term:	Authority and Freedom: English & French Revolutions
Winter term:	Idealism & Realism: Europe's 19th Century
Spring term:	Peace & War: The Twenty Year's Crisis

History 44
11 – 12
Phillips

Modern Russia. A one-term major course; offered in spring. Four prepared Class periods. By instructor's permission. After an initial examination of Russia's medieval and early modern background, this course will focus attention on the past hundred years of Russian history, with a careful study of the revolutionary changes that have transformed that country internally and created one of the great powers of the contemporary world. Although the general orientation will be chronological, the course will focus on specific topics of particular significance: the tension between East and West; the revolutionary spirit; Lenin and the Bolshevik Party; the Stalinist totalitarian system; Soviet foreign policy; the contemporary Russian mind. Emphasis will be placed on political affairs, and especially the Revolution of 1917 and after, but considerable attention will also be given to economic, social and cultural matters. Reading will be from a wide variety of sources, primary and secondary, and will include works of fiction. Visual materials, principally films, will also be used.

History 45
11 – 12
Phillips

International Relations: The Present Patterns. A one-term major course; offered each term. Four prepared class periods. In its essentials the course is limited to the contemporary era of international affairs, a span of years that is now more than a quarter of a century old, extending from the World War travels of Franklin Roosevelt to the current travels of Richard Nixon. The emphasis is upon the international politics of the world's two superpowers, the United States and the Soviet Union; how they created the United Nations, the Cold War, the many alliances, the nuclear arms race and the numerous confrontations between themselves and their respective allies; how, too, they prompted the formation of the Third World and repeatedly intervened in its affairs with financial aid, advice, arms, alignments and troops; and finally, some reasons why they continue to perpetuate these massive manifestations of their great power. The course does not seek to fix praise or blame but rather to discern and comprehend the main lines of this predicament and to suggest possible alternatives. Texts purchased by the students are available in paperback. Additional reading is assigned in the periodic literature of journals, monthly and fortnightly publications and newspapers.

History 47
11 – 12
Phillips

Victorian England: England in an Age of Expansion. A one-term major course; offered in fall. Four prepared class periods. The course is devoted to a study of the major movements and changes that challenged the British people from 1789 to 1901. It is divided into three periods: a study of the background of Victorian politics from the French Revolution to the Reform Bill of 1832, the early Victorians, and the late Victorians. The final eight weeks of the course are concerned with the last two periods. Since

Victorian literature more directly influences the life and thought of the times than that of any other period of English history, the course examines closely those writers whose works were influential in adapting English minds and institutions to changing conditions.

Radicalism in American History. A one-term major course; offered in winter. Four prepared class periods. The course examines American radicalism through a biographical approach: the radical tradition, its leaders, their goals and methods, their legacy of achievement and failure. The course centers on Sam Adams and the American Revolution; Henry David Thoreau and civil disobedience; Frederick L. Douglass and slavery and the abolitionist movement; Thaddeus Stevens and radical reconstruction; Eugene V. Debs and the labor and socialist struggle; William E.B. DuBois and his multiple careers as a black protest leader; a brief history of and contemporary essays on women's liberation; Martin Luther King, Jr., and the nonviolent direct-action movement; and Malcolm X and black liberation. The students study how these leaders defined the problems of their times, the new society each envisioned, and the means each prescribed to change the world as it is to the world as it ought to be. The term concludes with an independent project on some phase of contemporary radicalism. The course work consists of reading, discussions and short analytical papers.

History 48
12
Phillips

Families, Schools and Police: Selected Topics in American Social History. A two-term major course; offered fall-winter; winter-spring. Four prepared periods. The course examines the origin and development of these three basic social institutions in American life from the pre-industrial, colonial period up to the twentieth century. Dealing with the family first, students examine the extended family and the nuclear family in Western society and the developments in family structure and function in America as the country changed from an agricultural to a predominantly industrial society. Some of the specific topics centering in the family are: theories of child nurture; socialization and value acquisition; the relationship of architectural style of homes and general technological advance to personal habits and sexual mores; the "woman movement" (up to the present Women's Liberation movement); patterns of illegitimacy, marriage and divorce; the "discovery" of adolescence. The shift in education away from the family into social institutions is examined beginning with colonial grammar schools and trade apprenticeships, leading up to the rise of the modern "high" school and its relation to collegiate education. Boarding schools are studied, especially for their relation to American aspirations and social classification. Finally, the origin and development of organized, uniformed police forces is examined as an example of the increasingly complex task of maintaining social cohesion, order and development. Why were police forces originally begun, and what changing roles have the police played in such areas as juvenile justice, racial enmity, and political corruption?

History 50
12
Phillips

Major political and intellectual events in American history are related to these fields of social history. Students conclude their study with creative projects on individual research topics. This final project need not be a research paper; shorter research essays are written during the course. A variety of texts is supplemented by library reading, lectures, discussions, and field trips.

History 51
11 – 12
Abbot

Women in Society. Recommended as a full-year sequence but may be elected on a term basis. This course will study the role and status of women in cultures and societies which have influenced and determined our own. Special attention will be paid to women who typify their prescribed roles as well as to those who defied or ignored convention.

Fall term will be devoted to an anthropological approach to primitive societies and woman's position in them and will progress to the early Mediterranean cultures including those of ancient Egypt, Crete, and the Old Testament lands.

Winter term will focus on woman's position in the related cultures of Greece and Rome; the far reaching effects of the brutal conflict between matriarchal and patriarchal societies will receive special attention. The term will end with the Medieval Period which was the heir to both classical cultures.

The spring term will study the important part played by women in modern times starting with the Renaissance and its creation of polite society aiming at the development of all human faculties. The XVIth century sees women as rulers holding their own in the field of politics and subtly influencing the culture of their time. The classic age of France creates the salons where men and women meet on an equal basis and love of literature and good taste obliterate the rigid barriers of rank.

The XVIIIth century, at least in the upper classes, seems dominated by women whose role is vital during the Ancien Regime and the French Revolution. With Romanticism comes the struggle for emancipation from predominantly male values and the successful rebellion of outstanding women against the stifling morality and the double standards of the Victorian Age; predating the present drive for complete equality between the sexes.

History 52
11 – 12
Abbot

Utopias: A one-term course; offered in winter term. A course devoted to the study of utopias from the Renaissance to modern times. Open to Phillips Academy. The quest for a perfect society changes with the ages and is determined by them. From the utopias of Humanism (Sir Thomas More, Rabelais, Bacon, Cyrano de Bergerac, Fenelon) we observe the differences brought about by Enlightenment ideas (Rousseau, Mercier). Utopian Socialist proposals which try to cope with the Industrial Revolution and technology (Owen, Fourier, St. Simon, Cabet) to modern behaviorist solutions as exemplified by Skinner's Walden Two and possibly by Hesse's Magister Ludo.

Projections of the future which could be classified as Anti-Utopian would include Orwell, A. Huxley, and as an early example, Swift.

Comparison of what was, or is, considered an ideal society provide significant insights into the value changes of the last 400 years and the imaginative solutions proposed by men always dissatisfied with the imperfections of today.

History 53
11 – 12
Abbot

Black Americans. A one-term major course; offered in winter and in spring. Open to Phillips Academy. Recent conferences of American historians have seriously questioned the validity of the "melting pot" definition of society so long accepted. It seems important to study one minority group which has, although a minority, been central to so much of United States history. This course will look specifically at Blacks, their African roots, their experiences in slavery, and their post-slavery struggle for equality and identification. We will study individuals like Marcus Garvey, James Weldon Johnson, and Malcolm X among others and also at groups like the NAACP. As much reading as possible will be from original sources.

The American Presidency, 1913 to Present. A one-term major course; offered in fall. This course will be a study of the American presidents from Wilson to Nixon, with particular emphasis given to Wilson and Franklin Roosevelt. Students will compare the philosophical assumptions, operating styles, attitudes, and accomplishments of the various presidents. Because this is a presidential election year, we shall pay particular attention to the ways in which the president is elected.

The United States as a World Power, 1931-1970. A one-term course; offered in spring. This will be a study of the transition from isolationist neutrality to the assumption of world-wide responsibilities by the United States today. From Japan's invasion of Manchuria to the Indo-China experience, the course will focus on the search for national and international security by the United States.

A one-term minor course. Required of 10th graders at Abbot Academy. An elective for 9th graders at Abbot Academy. An elective for 9th and 10th graders at Phillips. An open discussion of human sexuality. The course tries to provide information for the individual about the biological and the psychological aspects of sexuality. The course also deals with areas of concern that are important to society, as well as to the individual. There is ample opportunity to discuss the moral implications of this subject.

A one-term major course; offered each term, as interest dictates. A serious examination of the issues and problems posed by a society that is "Sex-centric" and sex-rejecting at the same time. The course would begin with a study of modern sexual customs in historical perspective. It would then move on to examine specific areas of concern: "Sex-ploitation" in advertising and the mass media; sex in literature, art, and film; sex and the law; life styles - establishment vs. underground vs. third world. Other topics of interest or concern would be suggested by the participants. Probably major text: Human Sexual Behavior and Sex Education: Perspectives and Problems.

The three humanities courses are designed to increase the breadth and depth of personal experience in areas that complement other coursework at Abbot. Each course is structured to a certain extent by the interests, abilities, and needs of individual students as they emerge in relation to an on-going search for perspective on the relation between self, society, and the world beyond. Students are expected to take an increasing responsibility for their own views and are encouraged to share their perceptions with others in an active and open manner.

Awareness Workshop. A one-term minor course; offered each term. Designed to provide 10th graders with methods and terminology for promoting self-awareness and awareness of others, this course utilizes the outlooks of Freud, Fromm, and Rogers to develop insight into human growth and development. Meetings two times a week with no preparation.

Creative Response. A full-year major course. A major course devoted to the study of creative persons with the aim of increasing the depth and breadth of response to our cultural heritage. Emphasis is placed on freeing intuitive responses in facing the question, "How do dead works release energy in the perceptive audience?" The course is based on the lives and works of E.E. Cummings, Isadora Duncan, Anne Frank, Alec Guinness, Billie Holiday, Pablo Picasso, and Henry David Thoreau.

History 54
11 – 12
Abbot

History 55
11 – 12
Abbot

HUMAN SEXUALITY

Human Sexuality I
9 – 10
Abbot

Sex in American Culture Today
11 – 12
Abbot

HUMANITIES

Humanities X
9 – 10
Abbot

Humanities Y
11 – 12
Abbot

Humanities Z
11 – 12
Abbot

Individuals and Society on the Battleground of Education. A one-term major; offered each term. A term-contained major course designed to give each student the chance to develop perspective on her own learning processes. The first half of the term is structured around Fritz Perls' Gestalt Therapy Verbatim, the second half is structured by students in pursuit of their own individualized learning. The aim of the course is to provide each student with methods and practice in relating to her environment on her own terms. All members of the class are equally responsible for what transpires during the term.

MATHEMATICS

Mathematics is presented as a branch of human knowledge, interesting in its own right. Mechanical skills and accuracy are desired, but stressed chiefly as implements necessary in developing the subject and in work with broad basic principles.

Abbot offers two sequences - the usual four-year sequence preceding the calculus, and an accelerated three-year sequence.

Usual Sequence I through V:

Math I
9
Abbot

First year algebra. A year-long major course. Elementary algebra through radicals and the quadratic formula. Algebraic principles are recognized and tested by use of arithmetic. Use is made of sets in working with equations and inequalities.

Math II
9 – 10
Abbot

Plane geometry. A year-long major course. Traditional Euclidean geometry with additional modern postulates. Some three-dimensional work is offered.

Math III
10 – 11 – 12
Abbot

Intermediate algebra. A year-long major course. Review of number systems; equations and inequalities of the first and second degree; the complex number system; exponents, radicals, and logarithms; functions; trigonometric functions; identities, graphs, and general laws; series; binomial theorem; permutations and combinations.

Math III Alternative
10 – 11 – 12
Abbot

Intermediate algebra. A year-long major course. This course is specifically designed for those students who think they do not like the subject of mathematics. It will satisfy the third year of the three-year math requirement but will not be accepted as a prerequisite for upper level courses. It would also be available as an elective for those students having completed Math III, but not interested in preparing for the calculus. Text: Mathematics: A Human Endeavor by Harold R. Jacobs. The following is a comment from a student upon completion of a course using the text to be used: "This course gave me an ego boost which was long overdue in a math class. All through school I have been a mathematical failure. At times you get quite depressed when you know no matter what the algebra teacher says, you cannot comprehend it. This math class seemed to bring a purpose and usefulness to math, without approaching you like a bunch of idiots. Touching on every subject without too much detail was great, just the slight exposure made you want to know more about what was going on."

Elementary functions. A year-long major course. Study of elementary functions including exponential, logarithmic, and trigonometric. Spring term completes the pre-calculus requirement. Some work with analytic geometry, sequences, limits, and derivatives will be included.

Calculus. A year-long major course. First year calculus, differential and integral, preparing for calculus AB Advanced Placement Examination.

A one-term major course; offered each term. Work in the "Basic" language and learning to use the computer as a tool in problem solving. During the last part of the term work on programs for games. Prerequisite: Math III

First year algebra. A year-long major course. Elementary algebra through radicals and the quadratic formula. Algebraic principles are recognized and tested by use of arithmetic. Use is made of sets in working with equations and inequalities.

Accelerated. A year-long major course. For able students wishing to cover two years in one. Intermediate algebra is integrated with plane and coordinate geometry where possible. Other topics from intermediate algebra are covered separately. This course is to be followed by III-IV. If terminal, it earns only 1½ credits.

Accelerated. A year-long major course. Completion of intermediate algebra and careful study of relations and functions, converses and inverses. Logarithms and trigonometry are included.

Calculus. A year-long major course. First-year calculus, differential and integral, preparing for calculus AB Advanced Placement Examination.

Math IV
10 – 11 – 12
Abbot

Math V
11 – 12
Abbot

Computer
11 – 12
Abbot

Accelerated Sequence I through V:

Math I
9
Abbot

Math II – III
10
Abbot

Math III – IV
11
Abbot

Math V
12
Abbot



MODERN LANGUAGES

The Abbot Academy and Phillips Academy modern language departments are fully coordinated with cross-enrollment at all levels of study. The courses listed are taught by members of the two faculties and are open to the students at both schools.

The aim of the modern foreign language program is to teach the students not only to read or write the language but to understand and speak it in a manner acceptable to native speakers. At the end of the curriculum, the students are expected to have acquired a working knowledge of all structures, as well as the ability to read, analyze and discuss some important literary works.

The foreign language is the language of the classroom from the very beginning. The language laboratory is used to reinforce comprehension and basic oral skills, mostly at the elementary and intermediate levels. The methods employed parallel as closely as possible the natural order of language learning: hear it first, then say what you have heard, next read, and finally write.

Students who demonstrate unusual aptitude for and interest in the language during their first year of study are invited to enter special "X" sections which move ahead more rapidly without demanding more time. Those who complete the accelerated sequence may meet the diploma requirement after seven trimesters and move directly into fourth-year courses.

Modern language courses are designed in sequence; students are placed at the correct level regardless of grade.

FRENCH

French 10

A year-long major course. Five prepared class periods. First-year French for students who have had no previous courses in the language. Students are expected to make frequent use of the language laboratory. Listening comprehension and the use of basic patterns of French speech are emphasized. Elementary grammatical and idiomatic structures are introduced, as well as simple reading material.

French 10 – 20 11 – 12

A year-long major course. Five prepared class periods. This is an intensive course that covers the work of the first two levels of the normal sequence.

French 11

A year-long major course. Five prepared class periods. This first-level French course is designed to help the student who has had previous instruction in the language, but whose knowledge and skills are not secure enough to enter a second-level section. The course emphasizes the development of aural-oral skills and prepares for French 21 the following year.

French 12X

A year-long major course. Five prepared class periods. At the end of the first trimester in French 10 or French 11, especially competent students will be invited to enter this accelerated course for the second and third trimesters. On completing it successfully, they will be eligible for French 22X the following year.

A year-long major course. Five prepared class periods. For students who have completed French 10. While continuing to develop the audio-lingual skills, the aim of this course is to teach reading and the ability to understand non-technical French prose without recourse to translation.

French 20

A year-long major course. Five prepared class periods. For students who have completed French 11 and for new students who qualify through teacher recommendation or placement examination. The aim of the course is similar to that of French 20 and the same basic texts are used.

French 21

A year-long major course. Five prepared class periods. An accelerated course open to students who have completed French 12X and to properly qualified new students. Successful completion of this course permits students to enroll in courses at the fourth level the following year. Texts and reading materials are basically those of French 20 and French 31.

French 22X

A year-long major course. Four prepared class periods. This course is designed for students who do not plan to continue the study of French beyond the third level, and is open to those who have completed second-level courses and to new students who qualify through teacher recommendation or by placement examination. The basic content of the course is similar to that of French 31 with less emphasis on formal grammar and composition.

French 30

A year-long major course. Four prepared class periods. For students who have completed French 10-20, French 20 or French 21 and for new students who qualify through teacher recommendation or placement examination. Continuing to develop the skills of listening comprehension, speaking and reading, this course also stresses writing and an introduction to reading for critical analysis. The study of basic French grammar is completed at this level. Texts may include: Barson, La Grammaire à l'oeuvre; Pagnol, Topaze; Aveline, La Double Mort de Frédéric Belot; Gide, Symphonie pastorale; Sartre, Les Jeux sont faits; Molière, L'Ecole des femmes.

French 31

Recommended as a year-long sequence, but may be taken on a term basis. Four prepared class periods. This course consists of three term-contained units. It may include: Readings in 17th and 18th Century Literature (Fall), Conversation and Composition (Winter), and Readings in 19th and 20th Century Literature (Spring). The choice of texts in each trimester will be determined by the class and the instructor. Completion of the three units will gain a fourth-level credit. Single units may be elected as term-contained major courses.

French 40

Literature. A year-long major course. Four prepared class periods. The first year of a two-year sequence leading to the Advanced Placement Examination in French Literature, open to students from French 22X and French 31 who have the approval of their instructor and to properly qualified new students. It is a transition from the study of language to the study of literature. Emphasis is placed on vocabulary building, written work, and close analysis of major literary works. Texts include: Camus, L'Etranger; Voltaire, Candide; Molière, Le Bourgeois Gentilhomme; Balzac, Le Père Goriot; and Flaubert, Un Coeur simple.

French 42AP

French 43 **Civilization.** Three term units offered in sequence; may be taken as year-long or on a term basis. Four prepared class periods. Open to well-qualified senior-mids and seniors who have completed French 31 and to new students with departmental approval. Students who elect this course should be interested in France's cultural achievements, influence, and contemporary life. The course is a combination of lectures by instructors, class discussions, slide and film presentations, students' oral reports, and written themes on a wide variety of topics. It is complemented occasionally by the reading of short literary and historical selections illustrating cultural and artistic developments. Areas of study include history, geography, economics, French youth, and the role of women in French society; also a brief survey of the civilization of Québec, Belgium, Switzerland, and the French-speaking countries of Africa. The Paris weeklies L'Express and Paris-Match will be read and used extensively by students in the third trimester. The course is taught jointly by several members of the department. Each unit of the course may be elected as a term-contained major.

French 50 Recommended as a year-long sequence but may be taken on a term basis. Four prepared class periods. Open to students who have completed the fourth level but do not wish Advanced Placement. The course consists of three term-contained units. The choice of texts will be determined by the class and the instructor and will run the gamut from French comic books to the Théâtre de l'absurde. It will be taught principally through seminar discussions and conversations with occasional oral readings and composition.

French 51AP **Language.** A year-long major course. Five prepared class periods. A course designed to meet the requirements of the new Advanced Placement Examination in French language. Open by invitation to students who have completed French 40 or French 43 and to qualified new students. Emphasis will be placed on conversation, composition, and reading, not only in literature, but in current newspapers and periodicals.

French 52AP **Literature.** A year-long major course. Five prepared class periods. The second year of a two-year sequence, open to students who have completed French 42AP and to others who are properly qualified, with departmental permission. This course is an introduction to French literature and prepares for the Advanced Placement literature examination through the close reading of representative texts including: Corneille, Le Cid; Molière, Le Tartuffe; Racine, Phèdre; Stendhal, Le Rouge et le Noir; Hugo, Les Contemplations; Baudelaire, Les Fleurs du mal; Sartre, Huis clos; Gide, Les Caves du Vatican; Beckett, En attendant Godot.

French 60 **Contemporary French Literature.** Three term units offered in sequence; may be taken as year-long or on a term basis. Four prepared class periods. Open to students who have completed the fifth level and to other well-qualified students with departmental approval. This course will consist of three term-contained units covering: The Pre-War Novel, Drama, and the Post-War Novel, respectively. Authors studied may include: France, Barrès, Proust, Gide, Céline, Bernanos, Malraux, Mauriac, Aragon, Saint-Exupéry, Giono, Montherlant, Anouilh, Giraudoux, Aymé, Camus, Sartre, and Robbe-Grillet. French 60 will not be a literary history course. Emphasis will be on particular writers and what they add to our understanding of the human condition in our times. Each unit of the course may be elected as a term-contained major.

The German Department offers a six-year course with the purpose of developing the ability to understand spoken German, facility in speaking, reading fluency, and the ability to write German correctly. The more advanced courses also give an introduction to German literature since the eighteenth century and/or a survey of German history.

German is used as the classroom language. Extensive use is made of the Language Laboratory.

The Department offers an accelerated course for students who show unusual ability in German 10. After completion of German 21X, these students enter German 40 and receive four units of credit after three years of study.

A year-long major course. Five prepared class periods. The beginning course seeks to develop aural comprehension and oral expression. The basic patterns of the language are practiced by repetition and variation. Text: Schulz-Griesbach, Deutsche Sprachlehre für Amerikaner.

A year-long major course. Five prepared class periods. For qualified older students who wish to complete in one year the material covered in German 10 and 20. It follows approximately the outline of these two courses.

A year-long major course. Five prepared class periods. The systematic study of basic patterns is continued with Schulz-Griesbach, Deutsche Sprachlehre für Amerikaner. Both close and comprehensive reading of modern German prose is practiced extensively. Elementary writing is introduced at this level, mostly in the form of summaries of the reading material. Some of the books read include Kessler, Kurze Geschichten; Schnitzler, Der blinde Geronimo; Dürrenmatt, Der Richter und sein Henker; Remarque, Drei Kameraden.

A year-long major course. Five prepared class periods. An accelerated course for qualified students, covering material of both German 20 and German 30. Successful completion enables a student to enter German 40.

A year-long major course. Four prepared class periods. Throughout the year grammar and writing is reviewed in Sparks & Vail, German in Review. Some of the books read include Brecht, Der Aufstieg und Fall der Stadt Mahagonny; Haberl, Im Stil unserer Zeit; Aichinger, Der Gefesselte und andere Kurzgeschichten. Emphasis is placed on reading, comprehension, vocabulary building, and written work.

Three term units offered in sequence; may be taken as a year-long major or on a term basis. Five prepared class periods. Introduction to German literature. This course prepares for the Advanced Placement Examination. Through detailed stylistic analysis of a number of outstanding works, the students gain an acquaintance with some of the major authors and most significant trends in German literature since 1750. The works read include Brecht, Der kaukasische Kreidekreis; Buchner, Woyzeck; Dürrenmatt, Die Physiker; Hauptmann, Bahnwärter Thiel; Hesse, Siddharta; Kafka, Die Verwandlung; Mann, Tonio Kröger; and selected poems from Goethe to the present.

Three term units offered in sequence; may be taken as a year-long major or on a term basis. Four prepared class periods. Contents vary according to the needs and interests of the students.

GERMAN

German 10

German 10 – 20 11 – 12

German 20

German 21X

German 30

German 40

German 50

German 60	Three term units offered in sequence; may be taken as a year-long major or on a term basis. Four prepared class periods. Contents vary according to the needs and interests of the students.
Senior Project 12	Under the guidance of a member of the German Department, a senior has the opportunity to do special work in German. It might include supervised teaching of an elementary class or work of his or her own choice in a special field.
ITALIAN	
Italian 10 – 20 12	A year-long major course. Five prepared class periods. A terminal course for seniors, its aim is to cover the fundamentals of Italian grammar and to develop reading and speaking skills. Italian gradually replaces English in the classroom. Texts: Speroni & Golino, <u>Basic Italian</u> ; Speroni & Golino, <u>Panorama Italiano</u> ; Machiavelli, <u>La Mandragola</u> ; Moravia, <u>Racconti</u> .
RUSSIAN	
Russian 10 9 – 10 – 11	The courses in Russian develop skill in speaking, aural comprehension, reading and writing. The structure of the language is explained systematically. A year-long major course. Five prepared class periods. An elementary course in speaking, reading and writing Russian. Texts: <u>A—LM Russian Level One</u> , Second edition (Harcourt); Dawson, <u>Modern Russian I</u> (Harcourt); <u>Graded Russian Readers</u> (Heath); Coordinated drill in the language laboratory.
Russian 10 – 20 11 – 12	A year-long major course. Five prepared class periods. An accelerated introductory course, presenting the principal features of Russian in one year, with intensive practice in speaking, reading, and writing. Texts: von Gronicka, <u>Essentials of Russian</u> , Fourth edition (Prentice-Hall); <u>Graded Russian Readers</u> (Heath). Coordinated drill in the language laboratory.
Russian 20	A year-long major course. Five prepared class periods. Completion of the elementary course, with continued emphasis on active use. Texts: <u>A—LM Russian Level Two</u> , second edition (Harcourt); Dawson, <u>Modern Russian II</u> (Harcourt); <u>Graded Russian Readers</u> (Heath).
Russian 30	A year-long major course. Four prepared class periods. Reading, conversation, and writing, based on a variety of authors. The texts include <u>A—LM Russian Level Three</u> (Harcourt), and <u>Ballad of a Soldier</u> , <u>Scenario</u> (Harcourt).
Russian 40	Three term units offered in sequence; may be taken as a year-long major course or by the term. Four prepared class periods. Advanced reading, conversation, and composition. Texts: <u>A—LM Russian Level Four</u> (Harcourt), and selected literary editions.
Russian Literature in English	A one-term major; offered in fall. Four prepared class periods. The themes of romanticism, realism, the "superfluous person", Slavophilism, Westernism, nihilism, perfectionism, and humanism will be examined in the works of Pushkin, Lermontov, Gogol, Turgenev, Goncharov, Ostrovsky, Dostoyevsky, Tolstoy, Chekhov, and Gorky, both as styles of literary expression and as stimuli of Russia's social and political development.

A one-term major course; offered in winter. Four prepared class periods. A study of the conflict of individual freedom and social purpose in Russia since the Revolution, based on selected translations. Socialist realism, satire, divided personality, and dissent will be examined against the Soviet political and economic background, and in the perspective of Russian literary traditions.

(History 44, offered in spring term, fills out a Russian studies year-long sequence, with the preceding two courses.)

Soviet Literature in English

A year-long major course. The beginning course employs the structural approach to the language. All basic structures, through the present subjunctive, are learned at this level. The study of Hispanic cultures is integrated with the learning of patterns of speech. Vocabulary building is reinforced by daily conversation drills. Laboratory work assigned to meet the needs of the individual student.

A year-long major course. Open only to qualified seniors who wish to complete in one year the material covered in Spanish 10 and 20.

A year-long major course. Five prepared class periods. The course stresses the understanding of written and spoken Spanish, as well as some ability in speaking the language. The material covered will be the indicative mood, an introduction to the subjunctive mood, vocabulary and idiomatic material. It is open for new students who have taken the placement examination and have fallen short of qualifying for the second year of Spanish. Upon a demonstration of a fine grasp of the language at the end of the school year, the student will be invited to an accelerated second year course (Spanish 25). After completion of Spanish 25 the student will be able to pursue the study of Spanish at the fourth year level.

A year-long major course. Thorough review of basic patterns, and intensive study of advanced grammatical structures. Reading exercises designed to increase the student's understanding of the cultures of Spanish-speaking people. Controlled exercises in self-expression, both oral and written. Laboratory work assigned to meet the needs of the individual student.

A year-long major course. By permission only. Open to students who have completed Spanish 10 with honors. It covers the equivalent of the materials of Spanish 20 and 30. Successful completion enables a student to enter Spanish 40.

A year-long major course. Drill in the use of idioms and advanced grammatical constructions. Reading speed and comprehension increased through selected readings, with content discussed in Spanish. Creative writing, and elementary studies in literary criticism, including poetry, theater, and the novel.

SPANISH

Spanish 10

Spanish 10 – 20 12

Spanish 15

Spanish 20

Spanish 25

Spanish 30

- Spanish 31** **Programmed Self-Expression.** A two-term or three-term major; fall term is a prerequisite for either winter or spring. This course is designed for students who wish to improve their skills in listening, speaking, reading and writing. Basic material will be selected from newspapers, short stories, satirical essays, news broadcasts, slides and filmstrips. Each student will be expected to participate actively in the daily conversation exercises, and to write one composition each week. Special needs of students who plan to work in a Spanish-speaking community or travel to a Spanish-speaking country can be considered. Class limited to twelve students.
- Spanish 40** A year-long major course. An introduction to Hispanic literature, including works of writers from the twelfth century to the present. Study of the principal literary movements, and of the specifics of certain styles.
- Spanish 45** A year-long major course. Study in depth of representative authors of the nineteenth and twentieth centuries: Unamuno, Gallegos, Darío, Lorca, Galdós. Guided study of additional works chosen by the student and read outside of classes.
- Spanish 50** A year-long major course. Study in depth of AP authors whose works were not read in Spanish 41: Azuela, Borges, and several others chosen from the AP list of secondary authors.
- Spanish 60** By arrangement for qualified students.

MUSIC

The appeal of music is universal. It is also diverse, depending on whether one is listener, performer, or composer, and on one's level of proficiency and degree of exposure to various styles of music. Thus a variety of courses and activities is offered at a variety of levels. We seek to develop a girl's musical tastes, skills, and knowledge in ways that involve her mind, her body, and her feelings, always through the best music possible. ALL MUSIC CLASSES AT BOTH ACADEMIES ARE OPEN ON A CO-EDUCATIONAL BASIS. Music activities include the Fidelio Society, the Joint A Cappella Choir (select singers from both Abbot and Phillips), the Phillips Academy Band and Orchestra, various chamber groups at both academies, and informal, student-run singing groups. Abbot also sponsors concert trips to Boston and guest concerts on campus. Last year more than 25 girls attended the Boston Symphony Spectrum Series, and guest artists included the Belgian violinist, Pierre d'Archangeau, and a jazz ensemble from the Berklee College of Music.

Elements of Music 9 – 10 Abbot

A one-term major course; offered each term. A term-contained course open to Preps and Juniors. No prerequisite. The course is well described by the title of its text: Aaron Copland's What to Listen for in Music. The approach is to isolate music's elements (melody, rhythm, harmony, tone color, as well as texture and form) in developing one's emotional and intellectual understanding of music.

Introduction to Music 11 – 12 Phillips

A year-long minor course. Two prepared class periods. The purpose of the course is to help students gain understanding and enjoyment of various forms of music. It presents aspects of the development of musical thought, baroque, romantic, classical and modern schools, including jazz. The subject matter is illustrated with recordings and live demonstrations.

A year-long minor course. Two prepared class periods. The course equips the student with a knowledge of basic harmonic structure, and enables him to harmonize a melodic line in traditional four-part fashion. An ability to read music is a prerequisite for the course.

Elements of Music. A one-term major; offered in fall. Four prepared class periods. For the non-player who wishes to learn the vocabulary of music. The course deals with staves, clefs, notes, rests, modes, scales, keys, chords, as well as solfeggio and ear training. It includes the study of instruments and learning to play the recorder. The course is intended to develop and to apply the skills of reading music.

Elementary Harmony. A one-term major; offered in winter. Four prepared class periods. The course deals with harmonic progression, with triads in root position, first and second inversions, cadences, figured bass, non-harmonic tones, and all other material up to and including dominant sevenths and secondary dominants and their inversions. A prerequisite is Theory A or its equivalent.

Advanced Harmony. A one-term major; offered in spring. Four prepared class periods. The course includes the 9th, 11th and 13th chords, non-dominant sevenths, augmented and Neapolitan 6ths, other altered chords and contemporary materials. A prerequisite is Theory B.

Recommended as a year-long sequence but may be taken on a term basis. Fall term is a prerequisite for either winter or spring. Open to senior-mids and seniors who have taken Theory ABC, Harmony, or the equivalent and who have the consent of the instructor. All terms will combine written work, keyboard work, and analysis of pieces by known composers. The course can be tailored to the students following this general outline.

Advanced Theory A. Fall term. Advanced harmony, including inversions, modulations, additions to and alterations of basic triads, as well as emphasis on good voice leading, etc.

Advanced Theory B. Winter term. Basic counterpoint, including two and three voice writing essentially in 16th century, or Palestrina, style.

Advanced Theory C. Spring term. Modern counterpoint, emphasizing two, three and four voice writing essentially in 18th century, or Bach, style.

A series of term-contained major courses. May be taken as year-long or on a term basis. No prerequisite. Listening to major pieces of music will be combined with written and reading assignments on biographical and historical topics.

A — Baroque Era. (about 1600-1750); fall term. Emphasis on the music and lives of Monteverdi, Bach and Handel - their madrigals, cantatas, operas, concertos, etc. Also the major historical and artistic trends will be studied, especially Louis XIV and court life at Versailles.

B — Classic Era. (about 1740-1820); winter term. Emphasis on the music and lives of Haydn, Mozart, and Beethoven and the musical forms in which they wrote. Also the major persons and events of the Enlightenment and the Age of Revolution will be studied.

Harmony
11 – 12
Phillips

Theory of Music A
11 – 12
Phillips

Theory of Music B
11 – 12
Phillips

Theory of Music C
11 – 12
Phillips

Advanced Theory of Music
11 – 12
Abbot

Music Eras
11 – 12
Abbot

C — Romantic Era. (about 1820-1900); spring term. Emphasis on some of the major composers of the period and the types of pieces they composed, including Beethoven's late symphonies, Schubert's songs, Brahms' choral music, Verdi and Wagner's operas, and Chopin's piano music. Literary romanticism and historical events of the 19th century will also be studied.

Great Choral Music
11 – 12
Phillips

A one-term major course; offered in spring. Four prepared class periods. A study of great choral masterpieces throughout the history of music. Masses and motets of Palestrina, Handel's "Messiah" and cantatas of J. S. Bach will represent the Baroque. Haydn's "Lord Nelson Mass" and the Mozart "Requiem" will be among the classical works studied. Schubert's "Mass in G" and the Faure "Requiem" will be among the romantic offerings. Works by Benjamin Britten, Randall Thompson and Alan Hovhannes will represent the contemporary picture. Whenever possible, choral scores will be used in the study of these works, through recordings. No prerequisite.

Great Symphonic Music
12
Phillips

A one-term major course; offered in winter. Four prepared class periods. The symphony is one of the most impressive forms of instrumental music. The course is a survey of the literature of the symphonies from 1750 to the present. It includes the reading and understanding of the sonata form and the scores of the masters. Tapes and recordings are used for class demonstration.

Jazz
11 – 12
Phillips

A one-term major course; offered in spring. Four prepared class periods. A study of the history of classic jazz, dating back to its roots in Africa, its development in New Orleans, its spreading to New York and Chicago, and its influence on music today. A survey of ragtime, blues, Dixieland, fox-trot, on through the big band era of the thirties, concluding with the jazz rock of today. A study of the influence and contributions of the major personalities of jazz such as W. C. Handy, Jelly Roll Morton, Armstrong, Basie, Whiteman, Gershwin and the rest of the greats.

Private Instrumental & Vocal Lessons
Abbot and Phillips

Weekly instruction in keyboard, orchestral and band instruments, in classical guitar, and in voice, is available. With the approval of the instructor, one half credit may be earned at the end of a full year of lessons. Candidates for lessons should expect to be interviewed by their prospective teachers before a binding agreement is made. The fee for one 45-minute lesson per week is \$300 per year for piano and organ; it is \$240 for all other lessons. These fees will be billed in three installments of equal amounts and must be paid prior to the start of lessons in September (fall term), November (winter term), and March (spring term). Because of the school's commitment to the music instructors, a student will be liable for the instructor's fee for the entire term once lessons have started, and no refund will be made for lessons missed during the term.

Beginning Instrumental Classes
9 – 10 – 11
Phillips

A one-term major. Each section of instruments will meet three times a week, with the other three days used for individual practice. Each type of instrument will be taught in one class only, and there will be no mixing of instruments. This is only a one-term course and each class will be repeated each term. It will then be possible to progress to individual private instruction.

A year-long minor course. Two prepared class periods. A three-phase elective for seniors. The first and second terms offer a thorough study of all orchestral instruments and the arranging of music for separate instrumental choirs, gradually increasing into full orchestrating. In the third term the student learns the techniques and patterns of conducting, and the reading and analysis of orchestral scores. Students use recordings, and may have the opportunity to conduct the school Orchestra, Band or Chorus. Some knowledge of harmony and the ability to read music are prerequisites.

A one-term major course; offered each term. Two prepared double class periods. Offered in the fall, winter and spring terms. For seniors only. A course in the psychology of interpersonal behavior. The classroom is used as a laboratory in which the student can observe how personality is expressed in human behavior. While actively participating in the interpersonal relationships that naturally develop in small groups, the student is able to observe directly how people behave in forming group relationships, how leaders develop and how the attitudes of each individual affect the achievement of the goals of the group.

Texts include: Challenges of Humanistic Psychology, James Bugental (ed); Identity: Youth and Crisis, Erik H. Erikson; The Myth of the Birth of the Hero, Otto Rank; Experiencing Youth, Goethals and Klos; The Quest for Identity, Allen Wheelis; and others.

The courses in religion are intended to introduce students to some of the fundamental religious questions arising out of human experience and to help them gain some knowledge and understanding of a variety of perspectives and practices in which different religions have sought to answer such questions.

Courses at all levels attempt to develop and combine a capacity for critical analysis and a sensitive appreciation of various beliefs and values. They further seek to point to the possibility and the significance of relating religious experience and insight to the problems of everyday living. The source materials are therefore drawn from secular writing and art forms as well as the forms of expression traditionally viewed as sacred.

All courses are elective and all are open to Phillips Academy as well as Abbot Academy students. Courses will be given at Phillips Academy.

Biblical Literature & Theology	Religion 20,41,42
Modern Religions & Ethical Thought	Religion 33,40A,40B,45,47,48,49
Philosophy & Religion	Religion 40C,43,46

Emphasis in Biblical Religion. A two-term major course. Offered fall-winter and winter-spring. The course explores the idea and the reality of the Covenant Community, both in Old and New Testament developments and settings and in contemporary religion; and the related idea and reality of the Prophet and Prophetic Religion both Biblical and contemporary. While the Bible and Biblical religion are given central attention, other religious expressions are also considered. Readings for the course include substantial portions of the Bible and selections from such texts as The Religions of Man, Huston Smith; Siddhartha, Herman Hesse; Come Sweet Death, B. D. Napier; Exodus, Leon Uris; The Chosen, Chaim Potok; The Autobiography of Malcolm X; The Trial of the Catonsville Nine, Daniel Berrigan; Why We Can't Wait, Martin Luther King; Barabbas, Lagerkirst..

Orchestration and Conducting Phillips

PSYCHOLOGY

Human Relations Seminar 12 Phillips

RELIGION

Religion 20 9 – 10 Phillips

- Religion 33**
11
Phillips
- The Voice of Prophecy.** A one-term major course; offered in spring. Four prepared class periods per week. This course will be taught with the cooperation of the History Department. It is a study concerned with the prophetic voice rising out of the classical prophets of the eighth century: Amos, Hosea, Micah and Isaiah. The contemporary study will concern itself with the modern prophetic voice as heard through the words of Martin Luther King, Malcolm X, James Baldwin, the Berrigan Brothers and Ralph Nader.
- Religion 40A**
11 – 12
Phillips
- Religion and the Human Situation: World Religions.** A one-term major course; offered in fall. Four prepared class periods per week. A look at the variety of religious experience as expressed in some of the living religions of the world. The course includes the use of primary source material from various world religions, films, examples of religious art; as well as reading from such secondary texts as Man's Religions, John B. Noss and The Religions of Man, Huston Smith.
- Religion 40B**
11 – 12
Phillips
- Religion and the Human Situation: The Nature of Man.** A one-term major course; offered in winter. Four prepared class periods per week. A look at the nature of man, with special emphasis on a discussion of problems of identity, evil, community, as expressed in some contemporary literature. The course uses such texts as Death of a Salesman, Arthur Miller; All the King's Men, Robert Penn Warren; Cry, the Beloved Country, Alan Paton; Darkness at Noon, Arthur Koestler; J. B., Archibald MacLeish; The Stranger, The Plague, The Fall, Albert Camus; The Power and the Glory, Graham Greene.
- Religion 40C**
11 – 12
Phillips
- Religion and the Human Situation: Contemporary Christian Theological Expression.** A one-term major course; offered in spring. Four prepared class periods per week. A look at the way Christianity tries to understand and illumine the human situation as seen in the work of some contemporary interpreters. Representative texts: Honest to God, John A. T. Robinson; The New Essence of Christianity, William Hamilton; Living in the Now, Frederic Wood; Situation Ethics, Joseph Fletcher; The Secular City, Harvey Cox.
- Religion 41**
11 – 12
Phillips
- The Old Testament.** A one-term major course; offered each term. A trimester course, four prepared class periods per week. An introductory study of the Old Testament for those who feel they should be, but who are not, knowledgeable about the Old Testament. Basically a Bible course with readings in Understanding the Old Testament, Anderson and The Chosen, Chaim Potok.
- Religion 42**
11 – 12
Phillips
- The New Testament.** A one-term major course; offered in fall and spring. A trimester course, four prepared class periods per week. An introductory study of the Gospels of Matthew, Mark, Luke and John, the Letters of Paul and the Book of Revelation. The readings will be basically in the Bible itself.
- Religion 43**
10 – 11 – 12
Phillips
- African Religion and Philosophy.** A one-term major course; offered in winter. Four prepared class periods per week. This course is an introduction to some of the important aspects of African life. African man lives in a religious universe. The world and practically all of his activities in it are seen and experienced through religious understanding and meaning. The course seeks to interpret that experience. Readings will include Religion in Africa, Geoffrey Parrinder; African Concept of God, John Mbiti; From the Primitives to Zen, Marcea Eliade.

Ethics, Religion and Contemporary Society. A one-term major course; offered each term. Four prepared class periods per week. The course will deal with the social and individual issues which concern youth today. Examples of areas considered are war, race, education, sexuality and drugs. Readings may include: Black Theology and Black Power, Cone; The Drug Dilemma, Cohen; The Art of Loving, Fromm.

Existentialism and Philosophy. A one-term major course; offered in fall and winter. Four prepared class periods per week. A lecture and discussion course concerned with human values. Readings and discussions deal with the Existential positions and lectures deal with a survey of Greek philosophical thinking. There are selective readings in philosophy, fiction, drama, poetry, and religion. Authors will include Sartre, Camus, Kafka, Greene, and Kierkegaard.

Ways of Looking at the World: Religion, Philosophy and a Modern World View. A one-term major course; offered in fall and spring. Four prepared class periods per week. The course will examine the medieval "world-view" and some of the controlling ideas that expressed it; consider the development of a modern "world-view" growing out of and informing the rise of modern science, and the consequences for religion, ethics, and philosophy of that development; and try to relate this to present problems in religion and morals. The principal text will be Religion and the Modern Mind, W. T. Stace.

The Spiritual Crisis and the Young. A one-term major course; offered in fall; Four prepared class periods per week. Our social predicament can be briefly stated: we are in danger of self-annihilation. We possess the means or soon will possess them, of exterminating human society. This course will explore some of the possible means of averting calamity. Reading will include The Sane Society, Eric Fromm; The Zoo Story, Edward Albee; and others.

Latin America: Revolution and the Church. A one-term major course; offered in spring. Four prepared class periods a week. This course will analyze the role that the Church is playing and has played in the revolutionary processes of the Third World. This course will be taught with the cooperation of the Spanish Department. The works of the following authors will be read: Franz Fanan, Paolo Freire, Ivan Illich, Camilo Torres and the Gólgota group.

The study of science seeks a goal beyond the obvious objectives of acquiring a new body of facts and developing a degree of proficiency in laboratory skills. We hope for a growth of certain habits of mind — a curiosity, a capacity for critical analysis, and the ability to make logical and accurate use of information to derive useful concepts and generalizations. We strive for a growth of certain attitudes and values — a confidence in self, independence of thought, the willingness to risk evaluation and criticism, and a tolerance of other points of view.

A year-long major course. This course gives students a beginning knowledge of physical science and an insight into means by which scientific knowledge is acquired. Students explore the nature of matter in its solid, liquid, and gaseous forms. A study of quantitative measurements, characteristic properties, and methods of separation culminates in an independent laboratory "test" or project wherein students attempt separation and qualitative analysis

Religion 45
11 – 12
Phillips

Religion 46
11 – 12
Phillips

Religion 47
11 – 12
Phillips

Religion 48
11 – 12
Phillips

Religion 49
11 – 12
Phillips

SCIENCE

Introductory Physical Science (IPS):
9
Abbot

of an unknown mixture of solids and liquids. Further studies through compounds, elements and radioactivity lead to the atomic concept of matter. The course is almost entirely conducted in the laboratory. Many experiments are quantitative in nature and require careful recording of data, drawing of graphs, and calculations of results.

Science 11
9 – 10
Phillips A two-term major; offered fall-winter; fall-spring; winter-spring. Four hours per week. An introduction to physical science on a more advanced level than IPS. The course includes many of the basic concepts of chemistry and physics.

Science 12
9 – 10
Phillips **Earth Science.** A one-term major; offered in winter. Four hours per week. An elementary course in earth science with emphasis on geology.

Science 13
9 – 10
Phillips **Introduction to Astronomy.** A one-term major; offered in fall and spring. Four hours per week. An introduction to astronomy, meteorology and map reading.

Science 14
9 – 10
Phillips **Introduction to History of Science.** A one-term major; offered in winter. Four hours per week. An introduction to the history of science done through reading biographies of a number of men such as Newton, Pasteur, Thompson, Lavoisier, Rutherford, and others as time permits. The work of these men will be discussed in context with the historical development of science.

Science 15
9 – 10
Phillips **Oceanography.** A one-term major; offered in fall. Three prepared class periods and one unprepared double laboratory period. The course is team taught and deals with the biological, chemical, geological and physical aspects of ocean environments. Two field trips are conducted to localities along the eastern shore and require a Sunday each. There is also a required trip to Boston Aquarium on a Wednesday afternoon. Laboratory work is designed to compliment class discussion and is partly based upon samples collected during field trips.

Biology I
10 – 11 – 12
Abbot (BSCS — Yellow Version). A year-long major course. This course endeavors to impart an understanding of scientific methods and reasoning by way of first hand experience. Students learn modern biological theories through a combination of laboratory experiments, classroom discussions, and field observations. Open to ninth graders who have had IPS. Prepares for CEEB Achievements.

Biology 30
10 – 12
(with Department permission)
Phillips A year-long major course. Four prepared periods and one double unprepared laboratory period. The course stresses the unity of life, rather than the diversity, by emphasizing the functions common to all living things. It covers, in plants, animals, and microorganisms, the fundamental principles of metabolism including nutrition, gas exchange, transport, excretion and homeostasis; responsiveness and coordination; reproduction, genetics, and development; the principles and history of evolution; and the principles of ecology.

The laboratory work includes training in the use of the compound and stereoscopic microscopes and other laboratory equipment. It requires careful observation, mastery of techniques, and accurate recording of results. Several laboratory periods are set aside for field trips featuring Ecology and Conservation, and for work on individual projects. Prepares for CEEB Achievements.

A two-term major course; offered winter-spring. Four prepared periods and one double unprepared laboratory period. Open to seniors who have completed the standard course with high grades. In addition to a review of basic biology, new material will be presented as the course progresses. The combination of review and new work prepares students for the Advanced Placement Examination of the College Entrance Examination Board. The course is limited to sixteen students, seniors having preference.

A one-term major course; offered in fall and spring. Four prepared periods and one double unprepared laboratory period. The course familiarizes students with various aspects of animal behavior. A great deal of emphasis is placed on observations in the field and laboratory. Regular class discussions are held in which students are expected to contribute information from their own observations and from available literature. Some of the topics which may be considered are: Territoriality, environmental influences on behavior, age distribution, courtship and mating patterns, home range and the evolution of behavior patterns. A prior course in Biology is a prerequisite. The course is limited to sixteen students, seniors having preference.

A year-long major course. Ecology is the study of living organisms in relations to the surrounding environment. In the course of the year we will investigate both plant and animal ecology and man's role in the environment. Lectures, discussions, field trips. Prerequisite: 1 year of biology.

A one-term major course; offered in fall and winter. Four prepared periods and one double unprepared laboratory period. An introduction to ecology with early emphasis on the concepts of the ecosystem, energy flow, material cycling, succession, and relations within and between populations. These fundamentals will then be applied to problems of human ecology such as overpopulation, and air and water pollution. A prior course in biology is desirable. The course is limited to sixteen students, seniors having preference. In the laboratory, relationships in communities will be investigated. Various pollutants and their effects upon the environment will also be tested for and studied.

A year-long major course. Three prepared periods for recitation and one unprepared double period for laboratory. This course includes a systematic study of matter and the changes it undergoes. Emphasis is placed on the reasoning involved in the development of modern theory and general concepts rather than memorization of descriptive chemistry. Laboratory work is closely related to topics covered in recitation. A good background in first-year algebra is required as a prerequisite.

Biology 45
12
Phillips

Animal Behavior
11 – 12
Phillips

Ecology
10 – 12
Abbot

Ecology (T)
11 – 12
Phillips

CHEMISTRY
Chemistry 20
10 – 11 – 12
Phillips

Chemistry 30
10 – 12
Abbot & Phillips

A year-long major course. Three prepared periods for recitation and one unprepared double period for laboratory. This course is designed for students with the motivation and ability for a more rigorous course than Chemistry 20. As in that course, the modern theoretical framework of chemistry is emphasized, and the laboratory work is closely related to topics covered in recitation. These topics are treated in greater depth and with more emphasis on quantitative rather than qualitative answers. For this reason students in Chemistry 30 should be taking (or have completed) Mathematics 30 at Phillips or Math III.

Chemistry 31
11 – 12
Phillips

A year-long major course. Two prepared periods for recitation and two unprepared double periods for laboratory. This course is designed for those students who have a particular interest in laboratory work. Material and depth of coverage are very similar to Chemistry 30, but more time is spent in the laboratory, especially during the spring. Limited enrollment.

Chemistry 40AP
12
Phillips

A year-long major course. Three prepared periods for recitation and two unprepared double periods for laboratory. This course is open to a limited number of able students, by invitation, who have strong scholastic records in mathematics and physics. No prior course in chemistry is expected. It is essentially the equivalent of a first-year college course, and prepares students for the Advanced Placement Examination in Chemistry.

Chemistry 43
11 – 12
Phillips

A one-term major; offered each term. Three prepared periods for recitation and two unprepared double periods for laboratory. This course is designed for students who have had one year of chemistry and desire to continue their study in this field, but this program is not intended as preparation for the Advanced Placement Examination. The course involves an intensive study of a few selected topics in organic chemistry. Laboratory work will include technique, synthesis, taking and interpretation of infra-red spectra.

Chemistry 45
12
Phillips

A two-term major; offered winter-spring. Four prepared periods for recitation and one unprepared double period for laboratory. This course is for students who have completed an introductory course with distinction and wish to prepare for the Advanced Placement Examination.

PHYSICS

Physics 20
11 – 12
Abbot

(PSSC) A year-long major course. A laboratory course in which physics is presented not as a mere body of facts, but basically as a continuing process by which men seek to understand the nature of the physical world. The revised course (3rd edition) now starts directly with the study of light. From optics it moves to kinematics and the study of dynamics, and from there to electricity and atomic structure which lead to the development of basic ideas of quantum physics. The laboratory plays an important part by allowing the student to study wave motion and discover relationships among force, mass, acceleration and conservation of momentum and kinetic energy through experimentation. Prerequisite: one year of algebra, one year of geometry and IPS or elementary science.

Physics 21
10 – 12
Phillips

A year-long major course. Four prepared class periods and one double unprepared laboratory period. An introductory course designed for students who have had only one year of algebra. It uses the materials developed by the Harvard Project Physics Group. It has a laboratory period but is less mathematically oriented than Physics 25. Prerequisite: One year algebra and one year of geometry.

A year-long major course. Four prepared class periods and one double unprepared laboratory period. An introductory course in the basic concepts of physics with emphasis on relativity and modern physics. A somewhat less rigorous course than Physics 30, it is designed for students who may have only one year of algebra and one year of geometry. Text: Mainstream of Physics by Bieser.

Physics 25
11 – 12
Phillips

May be taken as a year-long major, or on a term basis. Four prepared class periods and one double unprepared laboratory period. Open to seniors with special permission. Designed for students with demonstrated ability in mathematics and science. The course may be taken for three terms as a full year introductory college physics, or it may be taken as term-contained units; but Physics 30A is a prerequisite for either Physics 30B and 30C. Text: College Physics, by Miller.

Physics 30
12
Phillips

Physics 30A. Fall term. This course amounts to a study of mechanics, primarily classical mechanics, in some depth. Mathematics 40 or its equivalent taken concurrently would be helpful to the student but is not required.

Physics 30B. Winter term. A course dealing primarily with wave motions, heat, and kinetic molecular theory. A study of wave motions includes sound and geometric and physical optics. Physics 30A is a prerequisite.

Physics 30C. Spring term. Includes electricity, magnetism, electronics, atomic and nuclear physics. Physics 30A is a prerequisite.

Four prepared class periods and one unprepared double laboratory period. An honors course open, upon invitation of the department, to a small group of students who are concurrently taking calculus and who have not previously studied elementary physics. A previous course in chemistry, though not required, is advisable. Lectures, recitations, and laboratory work will be planned to prepare students to pass the Advanced Placement Examination in Physics of the College Entrance Examination Board.

Physics 40
Phillips

A two-term major; offered winter-spring. Three prepared class periods and one unprepared double laboratory period per week. Open to students who have completed a year of physics and who have taken, or who will take concurrently, a course in calculus. The winter term course is essentially a course in modern physics. Part of the spring term is used in reviewing for the advanced placement examination. The final portion of the spring term is devoted to project work. Some advanced laboratory work is done during the winter term. Open by special permission.

Physics 45
Phillips

A one-term minor course. A term-contained minor which may be taken in any term. It emphasizes effective speaking for all occasions and is a practical guide to successful communication. It offers an opportunity to acquire poise and confidence, to explore the many ways of presenting material to a group, and to consider the meaning of speech communication. Learning how to outline is an integral part of the course.

SPEECH
Speech
9 – 10
Abbot

INTERDISCIPLINARY
Contemporary Communications
12
Phillips

A two-term major; offered fall-winter. Four prepared class periods. The course examines some of the bases of communication between and among people. Material includes fiction, non-fiction, poetry, drama, motion pictures, music, and the visual arts, and concentrates on individual and small-group projects. Prerequisites: successful completion of a course in art or music, and a concurrent commitment to an additional communicative endeavor in creative writing, in art, in music, in drama, or in some independent work in mathematics or physical science. Acceptance into the course will be based on written application and personal interview.

Contemporary Communications
12
Phillips

A one-term major; offered in spring. Four prepared class periods. Spring term. Similar in content and prerequisites to the course given in fall and winter terms, but will engage in large group projects aimed at public presentation.

Etymology
Phillips

A one-term major course; offered in spring. Intensive training in the interpretation of English words by analysis of stems, based on a systematic survey of the most productive elements derived from Greek, Latin, and other Indo-European languages, with exercises designed to expand vocabulary and develop precision of understanding and expression.

9 – 10
Abbot

Problem Solving Analysis: Approaches to Games and Puzzles. A one-term major course; offered each term. A course in problem solving in which students learn to analyze structures, question assumptions, set goals, and learn the application of alternative courses of action by exploring a variety of games and puzzles. This is an interdisciplinary project that will utilize many different types of puzzles including spatial, numerical, verbal and graphic. The aim of the course is to provide each student with an arsenal of techniques with which to attack life situations in which the outcome is not immediately evident.







As the college admissions scene becomes increasingly more complex, Abbot does what it can for its students to make sense out of what sometimes appears to be more whimsical than rational. A full-time college advisor is present to guide the students through the labyrinth of PSAT's, SAT's, decisions, multiple applications, and finally, choices. The changing college situation, the student's ability, curriculum changes, adjustment factors, and "just plain common sense," are all ingredients in the college guidance office. Our advisor tries to guide rather than lead the girls to final decisions in what is customarily a year full of pressures and puzzles. We cannot solve the puzzles for the student, just as we cannot "get" her into college. What we do is to offer her the encouragement and the correct pieces, i.e., quality of guidance and education, to arrive at a successful conclusion.

College Admissions

SCHOOLS ATTENDED BY ABBOT ACADEMY GRADUATES

1968 - 72
Matriculation

Acadia, Nova Scotia	1	Hood	1	Skidmore	16
Alfred	1	Ithaca	2	Smith	1
Antioch	2	Jackson	3	Stanford	7
Barnard	13	Kalamazoo	1	Swarthmore	3
Beloit	2	Kenyon	1	Syracuse	6
Bennington	7	Kirkland	7	Temple Buell	1
Boston College	1	Lake Forest	3	Trinity (Conn)	4
Boston University	9	Lawrence	2	Union	1
Bowdoin	1	Lesley	1	U.S. International	1
Brandeis	2	Macalester	1	U. Arizona	1
Briarcliff	3	Manhattanville	1	U. Denver	2
Brown	9	Marquette	1	U. Hartford	1
Bryn Mawr	1	Michigan State	1	U. Mass.	2
Bucknell	1	Middlebury	3	U. New Hampshire	6
Carnegie Mellon	2	Mills	6	U. Penn.	5
Chatham	2	Mt. Holyoke	9	U. Rochester	5
Clemson	1	New College	3	U. Southern Nevada	1
Colby	1	Northeastern	4	U. Utah	1
Colgate	1	Northwestern	8	U. Vermont	3
Cornell University	6	Oberlin	1	U. Wisconsin	1
Connecticut College	16	Occidental	6	Vanderbilt	1
C. W. Post	1	Pasadena City	1	Vassar	12
Denison	1	Pine Manor Jr.	8	Washington U.	2
Duke	4	Pitzer	2	Webster	1
Elmira	3	Pomona	1	Wellesley	4
Emmanuel	2	Princeton	4	Wells	2
Finch	1	Radcliffe	11	Wesleyan	1
Florida State	1	Reed	2	Westmont	1
Franklin & Marshall	4	Rensselaer	2	Wheaton	5
George Washington	6	Rollins	2	Wheelock	3
Goddard	1	St. Andrews	1	Wilson	2
Goucher	7	St. Lawrence	2	Yale	3
Hampshire	2	Sarah Lawrence	8		
Hollins	7	Simmons	2		

Tuition and Fees

Tuition

The 1972-73 tuition is \$4,250 for Boarding Students and \$2,250 for Day Students. For Boarders this fee includes lodging, meals, tuition, concerts, and lectures at the Academy. The Day Student fee includes tuition, lunch, concerts, and lectures at the Academy.

No reduction or refund in the tuition fee will be made for withdrawal after August 1, for prolonged absence, or for dismissal before the close of the school year. All fees are due and payable on the dates specified. The Academy reserves the right to withhold the issuance of grades to parents or transcripts to colleges in cases where financial obligations have not been met. No diploma will be awarded if all rendered bills have not been paid in full, except at the discretion of the Executive Committee of the Trustees. A student will not be permitted to register in September if the August 1 tuition installment has not been paid and no student who is enrolled will be permitted to return in January if any portion of the tuition fee remains unpaid at that time.

Fees

An application fee of \$25.00 is required for all candidates for admission. Once admission has been granted, a deposit of \$200.00 must accompany the registration form in order to reserve a place for the fall. This registration fee is non-refundable and is applied toward tuition due for the year.

Schedule of Tuition and Fee Payments

			<u>Boarding</u>	<u>Day</u>
Registration fee			\$ 200.00	\$ 200.00
August 1	—	1st payment on tuition	1,800.00	1,000.00
October 1	—	2nd payment on tuition	1,125.00	525.00
		Deposit for Miscellaneous Charges	100.00	75.00
December 1	—	3rd payment on tuition	1,125.00	525.00
		Deposit for Miscellaneous Charges	100.00	75.00

Miscellaneous Charges

Parents will receive periodic statements showing charges for miscellaneous items during the course of the year. If the yearly total of such charges is less than the amount covered by the deposits due on October 1 and December 1, a refund will be made in June. Any charges in excess of the deposits will be billed to the parents separately. Miscellaneous charges consist of a Health Fee of \$20.00 for all students, academic fees ranging from \$5.00 to \$25.00 per term depending on the course, bookstore items, toilet supplies, school publications, physical education equipment, organization dues, testing fees, guest meal tickets, Senior photographs, and a variety of other expenses.

For possible additional expenses, see the statements on Horseback Riding, Driver Education, Typing Instruction, and Music Instruction.

The Bay State National Bank and the Merrimack Valley National Bank, both located in Andover within easy walking distance from the Academy, have agreed to accept personal checking accounts for Abbot students. It is recommended that an account be opened at one of these banks in order to facilitate cash withdrawals. Students are urged to make payments by check whenever possible and not to keep any more cash than necessary in their rooms, as the school cannot be responsible for losses. Parents should provide their daughters with sufficient money to cover travel costs to and from home at vacation time.

Personal Finances





1889



1972

Extracurriculum

Would you like to sing in Boston's Old North Church? help make maple sugar in Vermont? produce a Soul-Food dinner? beat your math teacher in tennis? learn how to make cider? participate in a Latin rite exorcising evil spirits? work on the Phillips Academy radio station? tutor a Spanish-speaking youngster? teach macrame to faculty and other students?

Abbot assumes that each student will be responsible for her major and minor academic courses, and will plan for herself a schedule that will accomodate them without forcing her to exclude other areas of interest and fun. While participation in extracurricular programs and events is not required, it is hoped and expected that each individual will find areas of interest which are absorbing and satisfying. Clearly, the pace will vary somewhat with the course of the year, and some girls will have more extensive involvement than others with non-academic programs. The development of new skills and interests is important; perhaps even more important is the aspect of personal commitment. Working with others, helping, cooperating, collaborating, using your own imagination and initiative alone and in groups; all these considerations are integral to the concept of the extracurricular, non-academic facets of Abbot life.





It is important to understand that while some extracurricular activities are planned to last throughout the year, perhaps as weekly commitments, others are spontaneous, short-lived, or intermittent. Many of the most exciting endeavors are student-initiated, and one cannot expect any year to be like the last in terms of many creative and valuable commitments which girls make for themselves. Abbot is an excellent environment for "self-starters," and when good ideas are generated they are frequently worked successfully to conclusion by the joint effort of students and staff. These include projects both on campus and in the community. Many faculty members live on or near the campus, and thus are available not only for regular projects but for spontaneous and impromptu events as well.

Many activities are conducted jointly between Abbot and Phillips. A wide variety of interest groups in dramatics, art, debating, current events, modern dance, publications, singing, instrumental groups, and photography, to name a few, are active on both campuses. The Drama Workshop at Phillips Academy produces short plays in the Drama Lab under student directors with faculty supervision. There are numerous major dramatic productions involving students from both schools. Students may play in the Phillips Academy Band and Orchestra, and there is a Joint Choir (SATB) which is primarily a choral study group. Abbot students work on the Phillips Academy weekly newspaper, the "Phillipian", and at the Phillips radio station. Phillips boys are active in the Abbot ceramics and art studios, and on our tennis and paddle tennis courts.

There is a large singing group at Abbot, called Fidelio, for which new members must audition. This chorus gives joint concerts with Phillips and with other boys schools, and performs at Thanksgiving, Christmas, and Commencement exercises. There are also several informal singing groups which perform at special events. Recorder and Chamber Music groups play for their own pleasure and give recitals for the school, in addition to individual student recitals.

Abbot students produce three publications, the Circle (yearbook), the Courant (literary magazine), and the Cynosure (the self-supporting newspaper edited solely by the students). In 1972 Cynosure won second place in the Newspaper Magazine Division of the Columbia Scholastic Press Association contest. An Abbot senior in 1972 was awarded first prize in the Atlantic Monthly Student Creative Writing Contest.

Many Abbot students enjoy making a personal commitment to community and religious projects, under the sponsorship of the Committee for Social Concerns. Some of these enterprises include the Abbot Religious Association, Turtles and Wide Horizons (service groups working with children), and Lawrence General Hospital Volunteers. Under the auspices of CSC, Abbot students in 1971-72 raised over \$1000 for charitable purposes; raised money for the World University Service; organized tutoring projects in local elementary schools; brought speakers to the campus; manned a drive at Christmas to help children in Appalachia; sponsored a cancer drive, matching all gifts,



and other similar endeavors. The Afro-American Society is also funded by CSC and sponsors a variety of activities and attends conferences at other schools. Last year Mrs. Medgar Evers spoke at an Afro-Am weekend conference at Abbot, the other highlight of which was a play written, produced and directed by students. A Jewish Student Union exists at Phillips, with active participation by Abbot students, to foster religious and cultural enterprises and to work for aiding the Israeli Emergency Fund.

Because of our proximity to Boston and the flexibility of weekend scheduling, many trips to Boston and surrounding areas are possible, frequently student-organized. Particular events, such as plays and concerts in Boston, are occasionally required by academic departments. During 1971-72, students went to see, among others, "Godspell", "La Traviata", a variety of foreign language films and plays, and numerous photography and art exhibits, frequently at the Boston Museum of Fine Arts; American History students visited Salem; The Spanish Honor Society participates in national poetry contests of the Sociedad Honoraria Hispanica (both regional and national prizes were awarded to Abbot students in 1972).

For those interested, wide contact with outdoor life is possible. The Outing Club organizes ski trips, camping trips, and mountain climbing. During the fall, almost every weekend sees a group off for hiking or an overnight camping experience, while the spring produces much canoeing activity. In the summer of 1972, as a result, several students with faculty, made a two-week white-water canoe trip on the Allagash River in Northern Maine.

A number of activities take place annually but are not programs which last throughout the year. The annual Bazaar, on Alumnae Day in May, for the benefit of the Scholarship Fund, is planned and prepared by the Senior Mid class with the help and participation of the entire school. The Senior Mids take full responsibility for this event, which attracts many members of the community with their children. In February a Winter Workshop Week offers a break in the Winter Term, when regular classes are suspended and numerous other activities take their place, many conducted jointly with Phillips. During this week, students are expected to make a commitment to at least one activity, and more are possible for those who remain on campus. This program has included such offerings as: Cross-country Skiing, working in elementary schools, Group Dynamics, a production of "Trial by Jury," Beginner's Bridge, Beginning and Advanced Sewing, Children's Literature, ecology field trips, Seminar in Blindness, Macrame, Chinese Cooking, Astronomy and Astrophotography, working at the Roxbury Children's Service, Transformational Grammar, Astrology and the Occult, a trip to St. Croix to visit a school, Etymology, The Play of Daniel, Geometric Construction, Creative Writing Workshop, Glass Blowing, and many individual projects. In 1970-71 the Winter Workshop generated such enthusiasm that a number of the projects were continued under the auspices of the "New School," an informal program organized jointly by students and faculty. In the fall of 1972, before the school year had fairly gotten under way, the New School cropped up again, with courses like Sewing and Embroidery, Macrame, a Tolkien Workshop, Loom Construction, Gourmet Cooking (entitled "Spicy Meatball"), Ethnic Dance, Outdoor and Indoor Gardening, and Mandarin and Chinese.

Frequently programs and events take place as the need or interest arises, or as circumstances permit. For example, for two years students have organized a Political Day, on which candidates for office have been invited to the campus to speak; trips to Washington take place, with parental permission; student and faculty art and photography shows occur from time to time; various ecological endeavors flourish (students collect newspapers and bottles every Saturday at the Andover dump); student-faculty volleyball, softball, tennis, and touch football games take place deliberately as well as spontaneously; there are informal bicycle trips, bake sales to earn money for projects, and many, many other activities.

Ad hoc committees and work programs occupy the time of some students. In 1971-72 the committees on which students served included a smoking regulation committee, sports alternative committees, a work program committee, an elections committee, a parietal committee, and various others of short duration arising from discussion in Town Meeting. It should be noted here that Town Meeting officers and Honor Board members are elected each trimester, so that many students have the opportunity to serve in these capacities. Students desiring jobs may work in the language laboratory, as film operators, as student guides for visitors, at the school switchboard, in various school offices, and as babysitters for faculty. Some jobs pay by the hour, some are volunteer.

The line between extracurricular events and social life is a fine one, since opportunities for girls to become acquainted with boys arise very naturally from coed classes and planned programs, as well as informal and spontaneous meeting. There are dances from time to time on both campuses, some large and some small; there are movies for both schools at Phillips on Saturday evenings; certain weekends are planned to include a variety of informal and social activities on both campuses — dances, films, coffee houses, etc.; there is a recreation house with kitchen facilities at Abbot, where girls may entertain boys; sports events, cookouts, and picnics offer further opportunity for informal mingling. The students are free to visit informally on both campuses; altogether, while it is not a highly structured and scheduled social life, there is ample opportunity to meet and work with both sexes on a variety of different activities. Boys are welcome on the Abbot campus until 8:00 P. M. during the week, and later on Friday and Saturday evenings. Abbot and Phillips have arranged specific regulations for visiting and activities; students are expected to observe such procedures carefully, and to take responsibility for their actions. The Abbot-Phillips regulations pertain to classes at the other school in which students may be enrolled, meals as arranged by the administrations, extracurricular activities, visits with faculty members, and informal visiting during the week and on weekends.

It is important to know that although students are not limited in the number of weekends they may take away from the campus (see section on Leaves and Permissions), this is not a "suitcase school." Weekends are what you make them — some quiet, some active. A major proportion of Abbot students remain in Andover all or part of every weekend.

It should be clear that a student's activities, above and beyond her academic commitments, are governed to a large extent by her own interests and inclinations. Some times of the year may be very busy, others less so. Students have the choice. The flexible scheduling of events and the wide variety of opportunities offer an environment in which girls can sample new interests and capitalize on old ones. Abbot hopes that the total environment is one in which girls will learn to work with others and to be committed; to this end there is the opportunity of choice and diversity and experimentation, and the opportunity of depth and sustained interest and service. One Abbot student has written: "We're not all running around like a super-culture of enthusiastic students. Here lies a potential trap for disillusioned optimists. Any school, like life, can never be complete without engulfing yourself in something that interests you, something that benefits not only you but other people."

Extracurricular Activities and Events which took place during 1971-72

- 5 social service groups
- 2 outdoor activity groups
- 5 music groups
- 5 subject-related groups

Abbot clubs: 17

- 1 major dramatic production
- 2 student-directed plays
- dance recital
- 7 informal dances
- student art show
- photography exhibits
- 5 concerts
- 3 music recitals
- Afro-Am weekend conference
- Winter Workshop Week
- Abbot Bazaar
- Political Fact-Finding Day

**On-Campus activities
and events**

- 5 major plays with girls in casts
- 2 additional plays
- 8 concerts
- 2 recitals
- 6 dances
- 50 movies

**Phillips Academy activities
and events open to
Abbot students**

- 18 events required by 5 academic departments
- 75 optional social, recreational, and cultural events

**Off-campus activities
and events**

- Columbia Scholastic Press Association Conference
- Sterling School Seminar
- North Eastern Massachusetts Division of Student Councils
- Alumnae conference
- 4 Afro-Am conferences
- 1 Abbot Religious Association retreat
- 1 Human Relations weekend

**Conferences attended by
Abbot students**

General Information

PHYSICAL EDUCATION

Sports are required and, as such, are a regular part of each girl's program. The athletic curriculum includes a variety of activities which emphasize exercise, good sportsmanship, and individual skills. All students take sports four days a week in the Fall and Spring Terms, and three days a week in the Winter Term. There is an active Varsity and Junior Varsity program in the following areas: Field Hockey, Soccer, Tennis, Basketball, Volleyball, Lacrosse, and Softball. Abbot competes with such schools as Concord Academy, Dana Hall, Cushing Academy, Pingree School, Exeter, St. Paul's, and Governor Drummer in nearly all these sports.

Girls may elect the sports they wish to take. In the Fall Term: Field Hockey, Soccer, and Tennis; in the Winter Term: Badminton, Basketball, Ballet, Exercises, Fencing, Paddle Tennis, Modern Dance and Tumbling; in the Spring Term: Ballet, Lacrosse, Softball, and Tennis. In addition to the more traditional individual and team sports, a variety of alternatives exist which satisfy the sports requirement. These include 3-speed and 10-speed bicycle riding, Canoeing, Hiking, Yoga, Cross-country Skiing, Downhill Skiing, Senior Life-Saving, and other activities as interest indicates. Horseback riding is available during the Fall and Spring Terms (\$5.00 per lesson plus transportation). A girl may ride one or two days a week, supplementing her program with two days of another elected sport.









LEAVES AND PERMISSIONS

The school expects that all girls will have opportunities to spend weekends, or parts of weekends, away from Abbot; girls are encouraged to plan ahead of time so that such visits may be worked into their schedules. It is intended that students take the responsibility for planning how much time they will spend away from school within the specified regulations. These regulations are relatively flexible, and students will find that, with good planning, a desirable balance of time can be achieved. Weekend permissions are not "earned" by academic performance, although the school reserves the right to ask a girl to remain on campus during the weekend for academic purposes or for disciplinary measures.

Except for closed weekends (before and after vacations, and before and during examinations) students may take weekends away from campus whenever they wish to make plans to do so. Such weekends extend from after a girl's last obligation on Friday until 6:00 p.m. Sunday. Weekend permissions are flexible in that a girl may take all or part of any given weekend away. Every girl is expected to observe the exact conditions as arranged with the Permissions Office regarding leaves.

Seniors and Senior Mids may go into Boston for Saturday leaves. Sunday leaves to Boston are granted only to Seniors. Preps and Juniors may take Saturday leaves to Boston provided they have parental permission and do not go alone. A public bus to Boston leaves every hour from nearby the campus. Any student may take a Saturday or Sunday leave elsewhere, with the necessary permission.

Parents' permission must be obtained for a leave of any kind taken with a person not known to the school. Written permission from the parents and an invitation from the hostess are required for any overnight weekend leave. Parents may file with the school a list of people with whom their daughters may take leaves, or they may notify the school upon each occasion. "Blanket" permissions cover parental permission to accept any number of invitations from only the persons designated upon such a list.

Girls may go into the town of Andover or on walks off campus when they have free time, and on Saturday and Sunday. They are expected to sign in and out of school on each occasion. Girls may dine off campus with friends or relatives on Friday night, Saturday night, and Sunday noon. Permission for other meals away from campus may be obtained by special request.

Specific directions and regulations for all leaves and permissions, with regard to hours and procedures, will be sent to new students shortly after they are registered. This will include the few regulations pertaining particularly to Day Students.

Weekday Daily Schedule

Rising Bell	7:00
Breakfast Bell	7:10
Breakfast	7:15 — 7:40
Warning Bell	7:40
Warning Bell	7:45
Classes	8:00 — 1:00
Lunch	12:30 — 1:30
Sports	1:45 — 4:00
Classes	4:15 — 6:00
Dinner	5:50 — 6:20
Activities	
On Campus: All girls in own dorms or signed out on campus	8:00
In Dorms:	
All Girls Check In with Resident Advisors in Person	10:00
NO TV, Radios, Record Players	11:00
Bedtime for 9th Graders	10:00
for 10th Graders	10:30
for 11th Graders	11:00
for 12th Graders	12:00

Students may leave campus during free time to go downtown or to Phillips according to the provisions cited in the student handbook, which is sent to all students during the summer.

Preps and Juniors must have the consent of their Resident Advisors to sign out of their dorms after 8:00 p.m. All girls must check in with their Resident Advisors in person at 10:00 p.m. unless they have informed their Resident Advisors that they are retiring earlier.



The preceding bedtimes, although strongly recommended, cannot be strictly enforced because of mixed classes living in each dormitory. They are intended as guidelines, and it is expected that students will exercise sufficient common sense to ensure themselves enough sleep. The same common sense principle applies to meals. Girls are urged to go to breakfast, and they are expected to go to lunch and dinner, unless they are on leave or have arranged to dine at Phillips.

The Saturday and Sunday schedules differ considerably from the weekday schedule. There are no bells at all on weekends. Except for those occasions cited in the school calendar, the only required appointments are for girls enrolled in Phillips courses meeting on Saturday morning. Meals are served at somewhat different times, and there are other variations from the weekday schedule and permissions.

Boarding students may not keep motor vehicles in or near Andover. They may ride in private cars driven by members of their own families, or by adults authorized by the school, but the school does not otherwise advocate girls riding with drivers under twenty-five years of age. Parents are asked to write permission for their daughters to ride with specific friends under twenty-five years of age; in other cases the school will give special permission to students at its discretion.

Day Students' cars used for commuting are not to be used during the academic day and are parked in a lot on campus. No Boarder may drive with a Day Student unless given permission by the Permissions Office on each occasion.

Weekend Daily Schedule

Automobiles

Health Supervision

All medical services for Abbot students are under the direction of Dr. Francis Soule at Isham Infirmary-Hospital located on the Phillips Academy campus adjacent to Abbot Academy. The cost of health service at Isham will be billed directly to parents in accordance with the schedule of fees regularly charged for such services there. A Student Health Insurance Plan is available through the school for \$30.00 per year. We strongly encourage parents to elect this option since it provides coverage for items not included in family health plans.

All students, both boarding and day, are charged a Health Fee in the amount of \$20.00 per year. This fee covers medical screening at the start of the year and outpatient care at Isham Infirmary-Hospital during the year. Neither of these items is covered by insurance plans. The fee will appear on the statement of miscellaneous charges.

Study Hours

In order to have hours in which girls may concentrate on class preparation, the following conditions are in effect. **STUDY HOURS** are understood to mean that hair-washing, room visiting, TV, record players and radios are permissible, but **NOISE LEVEL MUST NOT INTERFERE WITH THOSE WISHING TO STUDY**. Conditions highly conducive to study must prevail at these times; Resident Advisors and dormitory governments may act to enforce these conditions.

The Director of Studies may at any time, having consulted teachers, restrict study hour when, in her judgment, academic performance would profit by more concentrated application.

Monday - Thursday:

Study hours in dorms prevail: 8:00 a.m. — 12:15 p.m.
4:30 — 5:45 p.m.
After 8:00 p.m.

Friday:

Study hours in dorms prevail: 8:00 a.m. — 12:15 p.m.
4:30 — 5:45 p.m..
After 10:00 p.m.

Sunday:

Study hours in dorms prevail: After 8:00 p.m.

Dormitories and Rooming Arrangements

Because the boarding school experience involves getting to know a variety of other people, and to foster a greater flexibility in arrangements, Abbot students live together in dormitories which house two or three classes each, and in some cases four classes. To encourage a sense of community, each day student is associated for the year with a dorm of her choice. Day students are welcome to share in many functions of dormitory life.

The largest dormitory, Draper Hall, also contains administrative offices, dining-room and kitchen, library, language laboratory, and the art studio. Draper houses about one hundred students. There are also seven outside dormitories, ranging in size from thirteen to thirty students: Abbey, Chapin, Cutler, Flagg, French, Hall, and Sherman. Thus, during several years at Abbot, a student is likely to have a variety of living experiences, as most students change dormitories each year. Most of the outside dorms are large houses which have been remodeled.

Most student rooms are doubles or singles, with an occasional triple or quadruple. In May each year girls are asked to indicate their choices of rooms and roommates, and rooming assignments are made during the summer. Each dormitory is under the supervision of a Resident Advisor. In some cases this is a single woman; elsewhere, there are couples.

PLEASE!!!
WIPE YOUR
FEET!

Male Visitors

are welcome in the
Common Room

until 1030 on Friday night

until 1115 on Saturday night

Please be considerate and
leave after those times.

Dress Students are expected to exhibit good taste and moderation in all dress. As a general rule, the appropriateness of a student's attire will be left to her own discretion. The qualifications are that:

1. Students exhibit qualities of neatness and cleanliness at all times;
2. It be left up to the teacher's discretion whether or not informal clothes should be allowed in his or her class;
3. Skirts or dresses be required for Sunday dinner;
4. Footwear be worn for all classes, meals, in all school buildings throughout the school day, and at any time off campus.

Housekeeping Abbot provides each student with basic furnishings: bed, pillow, bureau, desk, and bookcase. Blankets, bed linens, towels, lamp, curtains, scatter rugs, a shoe bag, waste basket, two laundry bags, and an easy chair if desired, should be provided by the individual student. Every dormitory has a common room equipped with television, refrigerator, electric corn popper, and electric tea kettle.

Students are expected to make their beds every day before attending their first class and before 10:00 a.m. on Saturdays and Sundays. They are also expected to clean their rooms thoroughly once a week and to keep them in relatively good order at all times. Resident Advisors inspect rooms once a week on a schedule agreed upon with their girls.

Each student may keep one small suitcase in her room. Other luggage is stored in the luggage room. In the spring, wooden packing boxes may be bought for storage of possessions. Food may be kept in rooms if in suitable containers. Pets are not allowed in dormitories.

Students are expected to exercise reasonable care in the use of school buildings, furniture and equipment.

Dorm Council The Dorm Council is made up of the student leaders elected by each dormitory to represent its residents. The Dean of Students meets with the Dorm Council at regular intervals to consider matters of mutual concern. It provides a channel of communication between students and administration and a forum for discussion of parietal conditions and regulations.

Laundry and Dry Cleaning A student may elect one of three plans to have laundry and dry cleaning done by a commercial laundry. Bills will be submitted directly to the parents by the laundry for payment.

If a student wishes to do her own laundry, a coin operated laundromat with washers and dryers is located on campus and every dormitory has an ironing room with irons and ironing boards.

All personal items should be marked with name tapes.

Religious Life Abbot is an all-sectarian school. It believes in exploring man's capacity for a spiritual life and in acquainting students with a knowledge of major world religions. It does not emphasize the theology of any particular sect, nor does it require student attendance at any religious service. Girls may voluntarily attend any of the churches in the area.



Smoking is permitted for all girls except those whose parents have sent the school their written prohibition. Smoking is strictly restricted to one area in each dormitory, in order to protect the rights of non-smokers.

Smoking

Girls may have bicycles at school in accordance with regulations specified by Abbot and by the town of Andover.

Bicycles

The Library contains over 15,500 volumes and receives over 100 newspapers and magazines. Use of the Library is free to all students, and no card is required. Most books circulate, with the exception of reference books, books on reserve, and periodicals. Reserve books may be taken out over night, and must be returned the next morning. The stacks are open to the students, who may locate the books they need. The Librarian and her assistants are glad to help in finding material, and should be consulted freely. Specific regulations pertaining to Library hours will be posted.

Library

Driver training is offered with parental permission. The charge is \$78.00 payable to Lawrence Auto School. Abbot makes an additional charge for transportation to and from the Registry of Motor Vehicles office in Lawrence for girls to take the test for a driver's permit.

Driver Education

The Andover Business Institute offers a course in typing to Abbot girls. The course covers sixteen hours of instruction and costs approximately \$20.00 minimum, depending on the number of girls enrolled.

Typing Instruction

Student Work Program

At the final Town Meeting in June, 1972, a proposal was passed in favor of a work program at Abbot. The concept of a student work program was discussed at length throughout the preceding Spring Term, and the final proposal was the result of careful study by a student-faculty committee. Gradual implementation of a work program is intended to foster direct student responsibility and involvement in the maintenance and physical well-being of the school, and to help minimize maintenance expenses. Details have yet to be confirmed, but it is expected that a student committee will begin careful planning in September, 1972. The proposal, as passed, will require each student to participate for one term annually in assigned jobs which will include Library work, classroom maintenance, outdoor work such as raking and collecting trash, an emergency crew, and a supervisory group.

Bookstore

The bookstore in Draper Hall is operated for the convenience of the entire Abbot community. Paperbacks, greeting cards, and other items common to a bookstore may be purchased.

Art Gallery

The John Esther Art Gallery, a wing of Abbot Hall, was donated to Abbot in memory of John and Esther Byers. A variety of art exhibits is shown during each year with particular emphasis on different artists and media, thus offering the students at Abbot an opportunity to widen their scope of appreciation and knowledge of art forms. The Gallery is open to the public as well as to students, Monday through Friday, 10:00 a.m. to 4:00 p.m.

Cum Laude Society

Each year in the spring, elections to the Cum Laude Society are announced. This is an inter-school society which bears the same relationship to secondary schools as that of Phi Beta Kappa to colleges. Membership depends upon a very high quality of scholastic achievement.

ABC Program

Abbot participates actively in project ABC (A Better Chance), a nationwide program whose function is to discover able youngsters in deprived circumstances and to assist them in placement at independent schools. There are five ABC girls currently enrolled at Abbot.

Alumnae Association

The Abbot Alumnae Association, which numbers nearly 4000, seeks to advance the interests of the school and to keep its graduates in touch with one another. Alumnae headquarters are at Morton House, where guest rooms are provided for visiting graduates. Graduates of the school are to be found in every state and in 46 foreign countries.

**School Government
Association
and Town Meeting**

Rather than a student government, Abbot has an arrangement in which all members of the school — students, faculty, administration, housemothers — participate in many decisions concerning school life. The business of the School Government Association is conducted at a weekly Town Meeting, in which each individual has an equal vote. Town Meeting is thought of as a meeting of the whole community to discuss and decide upon issues pertaining to school life.

The Abbot form of school government rests upon the assumption that each girl's code of personal honor holds her responsible for her own actions. Each girl is free to use her individual judgment, and must at the same time remain sensitive to the concerns of the community. She must recognize that these two conditions present a dual responsibility, which demands equal attention to personal honor and a sense of community.

The School Government Association of Abbot Academy endeavors to encourage in each student humane and civilized qualities of character. By limiting rules as such, beyond those affecting health, scholarship, and safety, Abbot emphasizes a high sense of honor, individual responsibility, a constructive attitude, and consideration of another's rights and feelings. Students are helped both by their contemporaries and by faculty members to develop a cooperative attitude in matters affecting the happiness, welfare, and reputation of the group.

Every girl who enters the Abbot community is on her honor to uphold the rules and standards which the school considers necessary to the well-being of school life. Each girl is expected to bring moral pressure to bear on any member of the community who does not assume the responsibility of upholding these rules. In any case of violation of these rules and standards, therefore, any member of the school — students, faculty, housemothers, and administration — may take appropriate action.

A. Dishonesty

No student may give or receive help in any test or examination. Students are expected to do their own assigned work, except in instances where a teacher recommends or approves cooperative effort.

No student may falsify information on applications for leaves or forge parental signatures or permissions. Students must adhere to the approved times of departure and return and to the approved mode of transportation unless special waiver has been granted. Hitchhiking is NEVER an approved mode of transportation.

No student may take or use another's property without the owner's consent.

B. Drinking

No girl may use or possess alcoholic beverages while she is under the jurisdiction of the school.

C. Drugs

No girl may use or possess drugs while she is under the jurisdiction of the school.

On occasion and in the presence of the rooms' occupants, closets and drawers may be searched for stolen property, drugs, and liquor.

D. Smoking

Girls may smoke in specified places at times approved by the administration unless their parents have written to the school specifically prohibiting their doing so.

"Jurisdiction of the school" is understood to apply to girls on and off campus except when a girl is away on weekend leave or vacation. At those times, however, the school expects each girl's conduct to reflect favorably on Abbot.

E. Unauthorized Absences

No girl may leave the Abbot campus between 8:00 p.m. and 8:00 a.m. without permission except Saturday to go to P.A., returning by 11:15 p.m.

No Prep or Junior may be absent from her dormitory between 8:00 p.m. and 7:00 a.m. without the knowledge and consent of the Resident Advisor.

No Senior-Mid or Senior may be absent from her dormitory between 10:00 p.m. and 7:00 a.m. without the knowledge and consent of the Resident Advisor.

Honor Code

Basic Honor Rules

THE CONSTITUTION OF THE SCHOOL GOVERNMENT ASSOCIATION

PREAMBLE

The School Government Association is a participatory association based on individual involvement which reflects the responsibility of each member.

ARTICLE I — Name and Membership

Section 1: The name of this association shall be the School Government Association of Abbot Academy.

Section 2: Membership in the School Government Association shall include the administration, faculty, housemothers, and students of the school.

ARTICLE II — Purpose

Section 1: The School Government Association shall function as a flexible system to strengthen a sense of community, and encourage cooperation among its members through dialogue and effective communication. It shall serve as a channel through which constructive opinions can be directed.

ARTICLE III — Town Meeting

Section 1: The basis for the school government shall be the town meeting. A town meeting is a convocation open to all members of the School Government Association.

Section 2: Town meetings shall be held at least once a month.

Section 3: Town meetings shall be directed by an Executive Committee. The Executive Committee shall be composed of a moderator and three secretaries, one of whom shall be a faculty member. The moderator shall preside over each town meeting and, together with the secretaries, shall be responsible for drawing up an agenda, recording proposals, and posting minutes from each meeting. One secretary shall be responsible for the treasury.

Section 4: At least forty-eight hours in advance of a meeting, any proposals or topics for discussion shall be received by the Executive Committee. An agenda for the meeting shall be drawn up and posted at least twenty-four hours in advance. On measures requiring a vote, all members of the School Government Association may vote. A two-thirds majority shall be considered a quorum. A quorum is required for the first week a proposal is up for vote. If a quorum is not present, then quorum is not required for vote on the same proposal at the following meeting. No quorum is required to vote on the formation of a committee.

Any measure passed at a town meeting shall be subject to the approval of the Principal.

Section 5: Students on the Executive Committee may be elected from any class. Nominations and elections for all offices may be made by all members of the School Government Association. All nominations shall be subject to the approval of the administration. With the exception of one secretary and the moderator who shall serve two consecutive terms, officers shall change each term and no other person may hold office consecutively, though an office may be held more than once in a school year. The secretary serving the double term shall be chosen by the three secretaries during the first term and the moderator shall be elected for two terms. In case of the resignation of an officer before her term has expired, a special election shall be held.

ARTICLE IV — House Government

Section 1: There shall be a system of house governments based on mutual cooperation and consideration. The students in each dormitory together with the Resident Advisor shall be responsible for deciding the rules of courtesy which govern that dormitory. All such rules must be approved by the administration.

Section 2: Each outside house and each corridor in Draper shall elect a leader who shall work with the Resident Advisor to enforce house rules, to conduct house meetings, and to represent her house or corridor at Town Meetings when necessary. Elections shall be held each term.

ARTICLE V — Honor Board

Section 1: The Honor Board is a judiciary body which acts in an advisory capacity to the administration. It also serves as a court of appeals.

Section 2: The Honor Board shall be made up of five persons: one girl from each class and one faculty member. Each girl shall be elected by her own class and the faculty member shall be elected by the faculty. All nominations shall be subject to the approval of the administration. The members of the Honor Board shall serve for two terms on a rotating basis to insure continuity. The chairman of the Honor Board shall be chosen each term by the Board from its own membership. No person may hold office consecutively, though an office may be held more than once in a school year.

ARTICLE VI — Amendment and Ratification

Section 1: Amendments to this Constitution may be proposed by any member of the School Government Association and shall be ratified by a two-thirds vote of the members of the School Government Association, with the approval of the administration.

Section 2: This Constitution shall be ratified or dissolved when two-thirds of the members of the School Government Association vote in favor of its ratification or annulment. Its ratification or annulment shall be subject to the approval of the administration.

AMENDMENTS — ARTICLE I

Any proposal brought up as completely new business without having been on the agenda may be debated at any length during the Town Meeting but not be voted on until the following Town Meeting.

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Phillip K. Allen, President
 G. Grenville Benedict
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 Melville Chapin
 James K. Dow, Jr., Treasurer
 Mrs. Carl F. Floe, Vice-President
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Andover
 Providence, R. I.
 Wellesley Hills
 Cambridge
 Andover
 Belmont
 Andover
 New London, N. H.
 Andover
 Andover
 Kittery Point, Me.
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 Chestnut Hill
 Swampscott
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 Rev. Sidney Lovett
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Andover
 Hutchinson, Kansas
 North Andover
 Cambridge
 New Haven, Conn.
 North Andover
 Durham, N. H.
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Administration

DONALD A. GORDON, Principal
B.A. Yale University; M.A. University of Pennsylvania

✓ CAROLYN GOODWIN, Director of Studies; Mathematics
B.A., M.A. Smith College

✓ CAROLYN JOHNSTON (Mrs. Malcolm), Dean of Students; English
B.A. Radcliffe College; Tufts University

PETER THOMAS STAPLETON, Assistant to the Principal for Curriculum Coordination
B.A. Yale University; M.A.T. Harvard University

✓ MARION FINBURY (Mrs. Herbert), College Counselor
B.A. Vassar College

FAITH HOWLAND KAISER (Mrs.), Director of Admissions;
B.A. Wellesley College; Harvard University Graduate School of Arts and Sciences

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University of Oregon

✓ RICHARD C. GRIGGS, Business Manager
B.A. Princeton University; Trenton State Teachers College

JAMES L. BUTLER, Superintendent of Building and Grounds

MARGARET CHAMBERLAIN, Secretary to the Principal
B.A. Heidelberg College (Tiffin, Ohio); Lesley College

LUCY B. COLE (Mrs. Edward), Director of Permissions

FLORENCE P. GRIFFITH (Mrs.), Registrar
B.A. American University

MARY CAROLYN KERNER, Assistant to the Director of Admissions
B.A. Smith College

✓ JAMES FREDERICK LYNCH, Assistant to the Deans, Mathematics
B.A. Amherst College

SARAH PROCTOR, Director of Food and Housing

VIRGINIA SILVESTRO (Mrs. Richard), Assistant to the Business Manager
Stenotype Institute of Boston

THERESA STEWART (Mrs. Robert), Bookstore Manager
B.S. University of Massachusetts

✓ CATHERINE JANE SULLIVAN, Alumnae Secretary
B.A. Wheaton College; Ed.M. Boston University; Harvard University

PRISCILLA WILE (Mrs. Perry S.), Assistant to the Business Manager

Administrative Assistants

Faculty

MARIE BARATTE, French
Baccalaureat-es-Lettres, University of Rennes; B.S. Dumfermline H.S.;
M.A. Edinburgh University

KEDER BAYARD, Mathematics
M.S., L.L.D. University of Haiti; M.A. Wesleyan University;
Fairfield University

JEAN DIETEL BENNETT (Mrs. John), Mathematics (Chairman)
B.A. Pembroke College; Ed.M. Harvard University

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Hood, Jackson, University of New Hampshire

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B.A. Bennington; M.A.T. Boston College

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B.A. Swarthmore; M.A. Yale University

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B.A. Skidmore College; Boston University; Middlebury College

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B.A. Wheaton College

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B.S. in Education, Southeast Missouri College; M.A. Columbia University

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B.A. University of Missouri; Wesleyan University

M. RONALD G. GIGUERE, French
B.A. Assumption College; M.A. Trinity College; Certificat: Sorbonne;
University of Massachusetts

✓ MARJORIE A. HARRISON (Mrs. Fred), Physical Education
B.A. Connecticut College

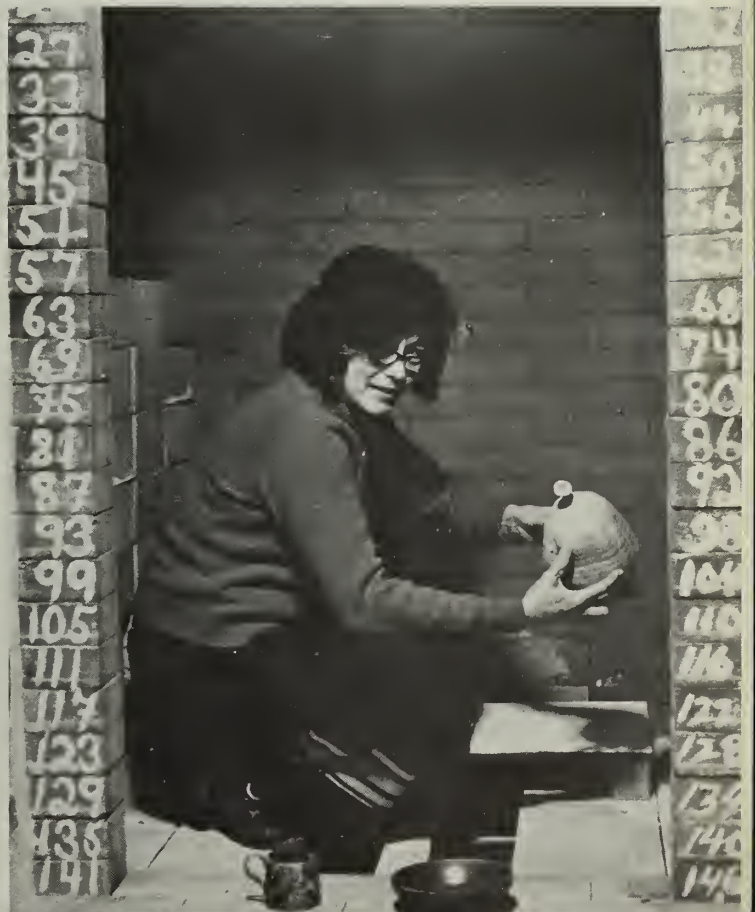
BARBARA HAWKES (Mrs.), Biology; Ecology;
B.S. Tufts; M.S. Northeastern

ULRICH HEPP, French; German
Advanced Study in Linguistics at University of Zurich

CHRISTINE RONAY JOHNSTON (Mrs. M. Andrew), Music (Chairman)
B.A. University of California at Berkeley; M.A. Harvard University

DOROTHY Y. JUDD, Spanish (Chairman)
B.S. College of William and Mary; M.A. Columbia University;
M.A. Middlebury College

CHRISTINE MARIE KALKE, Latin; Greek
B.A. Wayne University; M.A. Columbia University



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B.A. Connecticut College

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B.A. Middlebury College; Dartmouth College; University of Colorado

ROBERT R. McQUILKIN, English
B.A. Princeton University; M.A. Columbia University

✓ MARY SOPHIA MINARD, History (Chairman)
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B.D. Purdue University; M.A.T. Harvard University

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John-Esther Art Gallery
Barnard; B.A. Boston University; M.A.T. Harvard University

STEPHEN GALE PERRIN, Humanities
B.A. Columbia University

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Bachelor of Design, Sophie Newcomb College; Arts Students' League,
Cincinnati Academy of Art

NANCY PRICE (Mrs. Meredith), English
B.A. Mount Holyoke College; M.A.T. Harvard University

ALEXANDRA K. REWIS (Mrs.), English
B.A. Smith College; M.A.T. Yale University

✓ SHIRLEY RITCHIE, Physical Education
B.S. New Jersey State Teachers College, Trenton

ELIZABETH SARGENTS ROBERTS (Mrs.), Piano
B. Mus. Boston University College of Music; Piano with Gregory Tucker;
Ensemble with Wolfe Wolfensohn

CRISTINA A. RUBIO (Mrs. Angel), Dance
Studied under Marina Noreg, Birger Bartholin, Olga Preobrajenska and
Egorova



JEAN MARY ST. PIERRE, English (Chairman)
B.A. Wheaton College; M.A. Columbia University

BARBARA BLAGDON SISSON (Mrs. John H.), English
B.A. Vassar College; M.A. Wellesley College

RHEUA STAKELY, Tennis
B.A. Rollins College; M.A. Boston University

ANDREW STRAUSS, Mathematics
B.A. Dartmouth College; J.D. New York University

DAVID S. TOWER, Mathematics
B.A. Williams College

PHILIP R. TRUSSELL, Art
B.F.A. University of Texas; M.F.A. Yale University School of Art and Architecture

THEODORE J. WARREN, JR., History
B.S. Paul Quinn College; diploma, Lincoln Business College;
B.D. Payne Seminary, Wilberforce University; Boston University
School of Theology

HILDA WHYTE (Mrs. James), Physics (Science Chairman)
B.S. Michigan State University

ANNE LISE WITTEN (Mrs. Oscar), History
M.A. University of Frankfurt; Sorbonne; Columbia University
Graduate School

Health Department

FRANCIS GORDON SOULE, School Physician
B.A. Dartmouth College; M.D. New York University

JULIA KATHLEEN AYRE, R.N., Resident Nurse
Hospital for Sick Children, Toronto; Post Graduate of Toronto Hospital

Resident Advisers

JOSEPH W. DOWNS, III, Abbey House
A.B. Harvard University; Boston College Law School

MABEL DOWNS (Mrs. Joseph), Abbey House
A.A. Pine Manor Junior College; Bryant and Stratton

PAMELA HANSEN (Mrs. C. Russell), Cutler House
A.B. Boston University

C. RUSSELL HANSEN, Jr., Cutler House
A.B. Harvard University; J.D. Harvard Law School

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B.A. University of California at Berkeley; M.A. Harvard University

MALCOLM ANDREW JOHNSTON, Flagg House
B.A. Yale University



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B.A. University of Delaware; M.A. Emory University

WILLIAM McCAHILL, Hall House
B.A. Boston College; B.D. Boston University

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MARIANNE MULHOLLAND, Draper Hall
B.S. Ashland College

RHEUA STAKELY, Draper Hall
B.A. Rollins College; M.A. Boston University

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ISABELLE H. TRENBATH (Mrs. Gerald S.), Sherman House
Smith College

SALLY WARNER, Draper Hall
New England Conservatory of Music

BARBARA WICKS (Mrs. Stephen), French House
Emerson College

STEPHEN WICKS, French House

DEBORAH BRIGGS WITTE (Mrs. Richard), Chapin House
B.A. Lawrence University

RICHARD WITTE, Chapin House
B.A. Lawrence University

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MARIE BONDE (Mrs. Jes), Assistant to the Director of Food and Housing

SHARON BOYLE (Mrs. William), Secretary to the Director of Studies
Bryant-McIntosh Junior College

BERDINE DiCLEMENTE (Mrs. Frank), Secretary, Alumnae Office
B.S. Nazareth College

EDITH A. JOHANSON, Bookstore Assistant

JOYCE LAUDER (Mrs. Edsall), Secretary, Permissions Office
A.A. O'Neill Business College

EUNICE G. O'BRIEN (Mrs. Joseph R.), Secretary to the Director of
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ELINOR O'NEILL (Mrs. John J.), Receptionist

ELIZABETH RICHARDS (Mrs. George), Telephone Receptionist

MARILYN TOTTEN (Mrs. Norman), Secretary to the Director of
Development

FLORA R. VALENTINE (Mrs. Ronald M.), Secretary to the Librarian

JUNE WERMERS (Mrs. George), Secretary, Business Office
Katharine Gibbs Secretarial School



GEOGRAPHICAL DISTRIBUTION

**Students enrolled
September, 1972**

CALIFORNIA	4	TENNESSEE	1
COLORADO	3	TEXAS	1
CONNECTICUT	27	VERMONT	2
FLORIDA	5	VIRGINIA	4
GEORGIA	1	WASHINGTON, D.C.	2
ILLINOIS	6	WEST VIRGINIA	1
INDIANA	3		
IOWA	2		
KANSAS	2		
KENTUCKY	1	Outside the U. S.	
MAINE	3	ANTIGUA, W. I.	1
MARYLAND	3	ANTILLES	1
MASSACHUSETTS	162	GRENADA, W. I.	1
(73 Boarders		HONG KONG	1
89 day students)		INDONESIA	1
MICHIGAN	3	KENYA	1
MINNESOTA	3	LEBANON	1
NEW JERSEY	16	MAURITANIA	1
NEW HAMPSHIRE	7	PAKISTAN	1
NEW YORK	27	PUERTO RICO	2
NORTH CAROLINA	5	QUEBEC	1
OHIO	11	ST. CROIX, U. S., V.I.	2
OREGON	2	ST. JOHN, U. S., V.I.	1
PENNSYLVANIA	10	THAILAND	1
RHODE ISLAND	1	VENEZUELA	2



ABBOT ACADEMY STUDENTS, 1972 – 1973

- Abraham, Lisanne Harla
Huntington Harbor,
California
- Adams, Nancy M.
Westboro, Massachusetts
- Aigler, Diane
Duxbury, Massachusetts
- Allen, Aina Maria
Andover, Massachusetts
- Allen, Anne Louise
Richmond, Indiana
- Allston, Laree Y.
Roxbury, Massachusetts
- Alvarez, Ana Rosa
Jamaica, New York
- Appen, Carolyn Newton
Tia Juana, Venezuela
- Armsden, Catherine R.
Kittery Point, Maine
- Austin, Andrea Kristen
Alexandria, Virginia
- Bacher, Pamela
Guidhall, Vermont
- Bain, Laurie Ann
Lowell, Massachusetts
- Baird, Elizabeth Franklin
Dunedin, Florida
- Bangert, Barbara Jean
Andover, Massachusetts
- Barnes, Faith
Belmont, Massachusetts
- Barrett, Jane Elizabeth
Concord, Massachusetts
- Barry, Katherine Jane
Princeton, New Jersey
- Barsamian, Lisa Patricia
North Andover,
Massachusetts
- Barton, Meta Walker
Baltimore, Maryland
- Bayard, Myrtho
Andover, Massachusetts
- Baylson, Sarah Studley
New York, New York
- Beck, Katherine D.
Exeter, New Hampshire
- Belfield, Lee Harland
St. Croix,
Virgin Islands
- Benjamin, Laura Rose
Leominster,
Massachusetts
- Berry, Elizabeth R.
Morristown, New Jersey
- Bilkey, Linda McFarland
Huntington, New York
- Bishop, Jennifer Ann
Tyringham,
Massachusetts
- Blackman, Phoebe L.
Groton, Massachusetts
- Blewer, Cecilia F.
New York, New York
- Bliss, Margaret
Dedham, Massachusetts
- Blumberg, Ann Catherine
Stamford, Connecticut
- Bodenrader, Tami J.
Andover, Massachusetts
- Bolton, Sarah
Andover, Massachusetts
- Bond, Annette Louise
St. Croix,
U.S.V.I.
- Bostwick, Barbara Ann
Haverhill, Massachusetts
- Bowley, Susan Margaret
Tewksbury,
Massachusetts
- Bozek, Joan Leslie
Dracut, Massachusetts
- Brisson, Beth Lee
Haverhill, Massachusetts
- Brisson, Gail Ellen
Haverhill, Massachusetts
- Brisson, Nancy C.
Haverhill, Massachusetts
- Broaddus, Laura Wells
Andover, Massachusetts
- Broaddus, Mary C.
Andover, Massachusetts
- Brown, Claudia L.
Washington, D. C.
- Brown, Susan Elizabeth
Wakefield, Massachusetts
- Burns, Lisa
North Andover,
Massachusetts
- Cabot, Helen Ahern
Wenham, Massachusetts
- Cameron, Donna Lucy
Lawrence, Massachusetts
- Carter, Virginia H.
Short Hills, New Jersey
- Cashin, Jane Kevill
Djakarta, Indonesia
- Caverly, Susan Katherine
Andover, Massachusetts
- Chapman, Catherine Anne
Tenafly, New Jersey
- Charles, Elizabeth
Washington, D. C.
- Chesler, Lynn Margaret
Manhasset, New York
- Clements, Mary Ellen
Richmond, Indiana
- Clifton, Nancy
Andover, Massachusetts
- Cobb, Amanda
Ipswich, Massachusetts
- Cofer, Caitlin
Westfield, New Jersey
- Cogan, Elizabeth Sue
Lowell, Massachusetts
- Cogan, Ruth Louise
Lowell, Massachusetts
- Connor, Hollis Anne
Pelham, New York
- Contarino, Barbara Jeanne
Andover, Massachusetts
- Cook, Esther
Andover, Massachusetts
- Cooper, Sarah C.
Avon, Connecticut
- Corning, Valerie Alden
Palm Beach, Florida
- Costa, Susan Elizabeth
Norwich, Connecticut
- Coward, Carroll Lambom
Essex Fells, New Jersey
- Coward, Elizabeth L.
Essex Fells, New Jersey
- Crane, Carolyn Sinclair
Dalton, Massachusetts
- Curtis, Stephanie Diane
Lowell, Massachusetts
- D'Abre, Kathleen Therese
East Dennis,
Massachusetts
- Daniels, Marianne
Andover, Massachusetts
- Daniels, Martha Beach
Lincoln, Massachusetts
- Davis, Dorinda L.
Center Harbor,
New Hampshire
- Davis, Sarah Holbrook
Montreal, Quebec
- DeLucia, Dianne Ellen
Andover, Massachusetts
- Dewey, Ann Sheffield
Worcester, Massachusetts
- deWolf, Ainslie C.
McLean, Virginia
- Dodd, Genevieve C.
St. Clair, Michigan
- Dodson, Dorothy Tyrell
Evanston, Illinois
- Downs, Margaret Sinclair
St. Johnsbury, Vermont
- Doyle, Shauna Louise
Rye Beach, New
Hampshire
- Dwight, Leslie Rathbun
Holyoke, Massachusetts
- Earle, Theresa Sue
Andover, Massachusetts
- Eason, Robin Theresa
Haverhill, Massachusetts
- Eaton, Pamela Jean
Andover, Massachusetts
- Elias, Felecia S.
North Andover,
Massachusetts
- Erlanger, Amy Boone
Redding, Connecticut
- Evans, Elizabeth Temple
Demarest, New Jersey
- Fauver, Elizabeth L.
Perrysburg, Ohio
- Feldman, Mindy Diane
Merrick, New York
- Field, Louisa Trumbull
Pittsfield, Massachusetts
- Finn, Patricia Macy
Nairobi, Kenya
- Fisher, Lilliom Gail
Glencoe, Illinois
- Flynn, Colleen Marie
Youngstown, Ohio
- Frazier, Jeanne Marie
McAllen, Texas
- Gamble, Wendy Cushing
Baltimore, Maryland
- Gass, Katherine D.
Andover, Massachusetts
- Gibney, Eleanor
St. John, U.S.V.I.
- Gifford, Charlotte Edith
North Andover,
Massachusetts
- Gifford, Linda S.
North Andover,
Massachusetts
- Goodman, Lori C.
Lyme, New Hampshire
- Gootrad, Betsy
Paris, France
- Gove, Kimberly Ann
Andover, Massachusetts
- Goyer, Barbara Marie
Chapel Hill,
North Carolina
- Grandmaison, Linda Dawn
Durham, New Hampshire
- Gray, Vanessa S.
Richmond, Virginia
- Grecoe, Kim Marie
Andover, Massachusetts
- Griffin, Nancy Lynn
Dysart, Iowa

- Gross, Lori Lynn
Andover, Massachusetts
- Grosvenor, Sara Anne
Bethesda, Maryland
- Grumman, Elizabeth Sterling
Weston, Massachusetts
- Hale, Dorothy Jacquelin
Toms River, New Jersey
- Hamlin, Charlotte
South Dartmouth,
Massachusetts
- Harrison, Jody Ellen
Eugene, Oregon
- Harriss, Gail Cynthia
Lynnfield, Massachusetts
- Hartwell, Jill
Wayzata, Minnesota
- Heifetz, Debra Ruth
Lowell, Massachusetts
- Henderson, Elizabeth Mason
Gladwyne, Pennsylvania
- Hendrix, Leslie K.
Stonington, Connecticut
- Hester, Bettina Ann
Nashville, Tennessee
- Hillhouse, Margaret
Old Lyme, Connecticut
- Ho, Christine Kan
Hong Kong
- Hockmeyer, Lisa
Westford, Massachusetts
- Hodgkins, Virginia
Lake Forest, Illinois
- Hoitsma, Ellen Louise
Andover, Massachusetts
- Hoover, Ann C.
North Canton, Ohio
- Hoover, Jane Curtis
North Canton, Ohio
- Horowitz, Dana Susan
Scarsdale, New York
- Horowitz, Julia Sarah
Boston, Massachusetts
- Horton, Patience G.
North Andover,
Massachusetts
- Howes, Anne E.
Birmingham, Michigan
- Howland, Leslie B.
Lynnfield, Massachusetts
- Howland, Meredith Anne
Lynnfield, Massachusetts
- Hudson, Mardi Jane
Groton, Massachusetts
- Hume, Martha Alexandra
New Milford,
Connecticut
- Hunt, Mary Louise
Mahtomedi, Minnesota
- Irwin, Marion R.
Rowayton, Connecticut
- Ittleson, Mary Elizabeth
Dayton, Ohio
- Jablonski, Kristine Ann
Andover, Massachusetts
- Jackson, Virginia Robins
Overland Park, Kansas
- Jewkes, Claire Frances
State College,
Pennsylvania
- Johnson, Beatrice B.
Hingham, Massachusetts
- Johnston, Jan Marie
Aruba, Netherlands,
Antilles
- Joyce, Ann Robinson
Somerset, New Jersey
- Jones, Fern
Raleigh, North Carolina
- Kapetan, Christine Corbus
Fairfield, Connecticut
- Kapteyn, Amy Ostrander
Great Barrington,
Massachusetts
- Kazarosian, Marcia V.
Haverhill, Massachusetts
- Kazarosian, Paula V.
Haverhill, Massachusetts
- Keesling, Katherine Joan
Fort Bragg,
North Carolina
- Keller, Lisa
North Andover,
Massachusetts
- Kennick, Sylvia Bowditch
Amherst, Massachusetts
- Kent, Elizabeth Cryer
Andover, Massachusetts
- Kent, Marguerite
Andover, Massachusetts
- Kessler, Mary P.
Cambridge, Massachusetts
- King, Wendy Frances
Dobbs Ferry, New York
- Kittredge, Ellen Vietor
Boxford, Massachusetts
- Kittredge, Jennifer Fulton
Northboro,
Massachusetts
- Knowles, Sara Meredith
Denver, Colorado
- Kottke, Nancy V.
Pelham, New York
- Kramer, Louise Elizabeth
Port Washington,
New York
- Kranzler Kathleen
New Bedford,
Massachusetts
- Krivobok, Karin Franziska
Andover, Massachusetts
- Landry, Christina Mary
Andover, Massachusetts
- Landsman, Lisa Ann
New York, New York
- Lanzillo, Nina Francesca
Melrose, Massachusetts
- Large, Hilary Ann
Hollidaysburg,
Pennsylvania
- Laskowski, Margo L.
Duluth, Minnesota
- Leach, Lucinda Anne
Attleboro,
Massachusetts
- Leith, Sara Jane
McLean, Virginia
- Lentz, Evelyn Ann
North Andover,
Massachusetts
- Leroy, Ruth Andree
Chicago, Illinois
- Letourneau, Mona Gaby
Andover, Massachusetts
- Levin, Helen
Winston-Salem,
North Carolina
- Lewis, Celia
Winston-Salem,
North Carolina
- Lewis, Karen Lucretia
Santurce, Puerto Rico
- Lindquist, Nancy Jean
Bedford, New York
- Linehan, Jennifer
Hamilton,
Massachusetts
- Lockhart, Nancy Alice
Peoria, Illinois
- Lockwood, Rebecca S.
Prides Crossing,
Massachusetts
- Long, Lydia
Cohasset, Massachusetts
- Loring, Laura Hammond
Manchester,
Massachusetts
- Lothrop, Robin B.
Manchester,
Massachusetts
- Lunder, Deborah Ruth
North Andover,
Massachusetts
- Macartney, Susan
Andover, Massachusetts
- MacDonald, Heather Lynn
Los Angeles, California
- Mackintosh, Louisa Lynfield
Grenada, West Indies
- Mackor, Paula Ann
North Andover,
Massachusetts
- Marasco, Maria Elizabeth
Andover, Massachusetts
- Markley, Noreen Amelia
North Canton, Ohio
- Martel, Priscilla A.
Fitchburg, Massachusetts
- Martin, Josephine C.
Amherst, New Hampshire
- Mason, Charlotte Hay
Pittsburgh, Pennsylvania
- Matthews, Wendy
Andover, Massachusetts
- McCabe, Marcia B.
Wallingford, Pennsylvania
- McFarland, Susan Ellen
Rye, New Hampshire
- McLean, Jenifer
Andover, Massachusetts
- Merriam, Ann E.
Andover, Massachusetts
- Miller, Kimberly Louise
Andover, Massachusetts
- Miller, Mary Jane
Andover, Massachusetts
- Mitchell, Teresa Lee
Cleveland, Ohio
- Morgan, Fern
New York, New York
- Mossman, Deborah Jane
Lunenburg, Massachusetts
- Munkenbeck, Anne
Old Greenwich, Connecticut
- Murphy, Katherine Anne
Mauritania
- Nahill, Jeanne Marie
Methuen, Massachusetts
- Nahill, Sharon Rose
Methuen, Massachusetts
- Naifeh, Carolyn March
Karachi, Pakistan
- Neilson, Ruth Winsor
Malvern, Pennsylvania
- Nelson, Marcia Leigh
Andover, Massachusetts
- Nelson, Sara
Kingston, Pennsylvania
- Nicholson, Sarah Louise
Antigua, West Indies
- Nicolosi, Diane Mary
Methuen, Massachusetts
- Nicolosi, Rosemary B.
Methuen, Massachusetts
- O'Reilly, Mary-Jo
Andover, Massachusetts
- Owen, Abigail
Andover, Massachusetts

Padjen, Jean Seward Topsfield, Massachusetts	Rainville, Karen Andrea Methuen, Massachusetts	Sherwood, Frances W. Manchester, Massachusetts	Tolmach, Catherine Ann Miami Shores, Florida
Palermo, Ann Marie North Andover, Massachusetts	Randazzo, Anne Louise North Andover, Massachusetts	Sikora, Karyn Ann Lakeland, Florida	Tomlinson, Kate Stacey Morristown, New Jersey
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Park, Rebecca Chapman Portland, Oregon	Redman, Elizabeth R. Andover, Massachusetts	Simonsen, Andrea New Canaan, Connecticut	Tulis, Karen L. Oakhurst, New Jersey
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Pawlowski, Ann Margaret Lynnfield, Massachusetts	Robert, Elisabeth Blanche Alpine, New Jersey	Snelling, Marjorie P. Allentown, Pennsylvania	
Pease, Belinda Southington, Connecticut	Roberts, Ann Des Moines, Iowa	Soling, Lora Ellen Pound Ridge, New York	Valentine, Elizabeth Hudson Carlisle, Massachusetts
Pease, Carol Lewis Kensington, Connecticut	Rodgin, Susan Gail Bluefield, West Virginia	Southgate, Rebecca Manchester, Massachusetts	Van Anda, Diana West Nyack, New York
Pease, Marion Elizabeth Kensington, Connecticut	Rogers, Amy Joyce Andover, Massachusetts	Spader, Anne Heaton North Andover, Massachusetts	Van Dyke, Katherine Anne Mystic, Connecticut
Peck, Jennifer Lynn Barnard, Vermont	Rogers, Deborah King Andover, Massachusetts	Spangler, Kim W. Bryan, Ohio	Vernon, Susan Elizabeth Topeka, Kansas
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Pennink, Carol Barclay New York, New York	Rome, Laura Ellen Leominster, Massachusetts	Stahl, Deborah Jean Andover, Massachusetts	Viemeister, Susan B. Huntington, New York
Pernokas, Karen Ann North Andover, Massachusetts	Rose, Nancy Austin Duxbury, Massachusetts	Stahl, Susan Robin Andover, Massachusetts	Vinales, Carmen North Bronx, New York
Pernokas, Martha Ann North Andover, Massachusetts	Rosenberry, Nancy Englewood, Colorado	Sterling, Laura H. Georgetown, Massachusetts	Von Klemperer, Catharine Lee Northampton, Massachusetts
Perry, Priscilla Marblehead, Massachusetts	Rullman, Claudia S.E. Brooklyn Heights, New York	Stern, Robin L. Dorado, Puerto Rico	Wakefield, Anne San Francisco, California
Petty, Cornelia Torrey Stonington, Connecticut	Rutenburg, Nina Rae Brookline, Massachusetts	Stites, Louise Patterson Louisville, Kentucky	Warner, Katherine Ann South Bend, Indiana
Polebaum, Beth Merle Lowell, Massachusetts		Stone, Karen Lee Groton, Massachusetts	Washburn, Mary Elsie Andover, Massachusetts
Polk, Alison Elizabeth Chicago, Illinois		Sturges, Margaret L. Ardsley-on-Hudson, New York	Waters, Robin Louise Sarasota, Florida
Ponty, Caren Marjorie Andover, Massachusetts	Samel, Terri Ann Andover, Massachusetts	Sullivan, Ellen Frances Lowell, Massachusetts	Webb, Mary Urbahn Ridgefield, Connecticut
Portnoy, Lori Mae New Bedford, Massachusetts	Sandoe, Susan Haliday Weston, Massachusetts	Sullivan, Marianne Patricia Wakefield, Massachusetts	Webster, Judith Melinda Andover, Massachusetts
Prescott, Phebe Ann San Francisco, California	Saunders, Hope Tewksbury, Massachusetts	Swing, Jennifer Anne Salisbury, Connecticut	Weisman, Anne Waters Chappaqua, New York
Pugh, Jane Warren Youngstown, Ohio	Sawicki, Ann Marie Meriden, Connecticut	Symington, Betty Welsh New York, New York	Wellin, Marjorie Sears Greenwich, Connecticut
Putman, Sheridan L. Toledo, Ohio	Schuller, Deborah Lawrence Beirut, Lebanon	Thering, Deanna L. Judibana, Venezuela	Wheaton, Donna Gail Plainfield, New Jersey
Putnam, Rebecca D. Salem, Massachusetts	Schwartz, Pamela Susan Methuen, Massachusetts	Thomas, Anita Marie Andover, Massachusetts	West, Ruth Beverly, Massachusetts
	Selden, Deborah D. West Hartford, Connecticut	Thomas, Megan Lloyd Concord, Massachusetts	Wheelwright, Susan Joy Cohasset, Massachusetts
Quinn, Kathleen Ann North Andover, Massachusetts	Shea, Sarah Parker New York, New York	Thomas, Stephanie Kirsti Cambridge, Massachusetts	White, Ann Rachel Andover, Massachusetts
			Whittemore, Kim E. Morris Plains, New Jersey
			Whittemore, Lucy Bliss Princeton, New Jersey

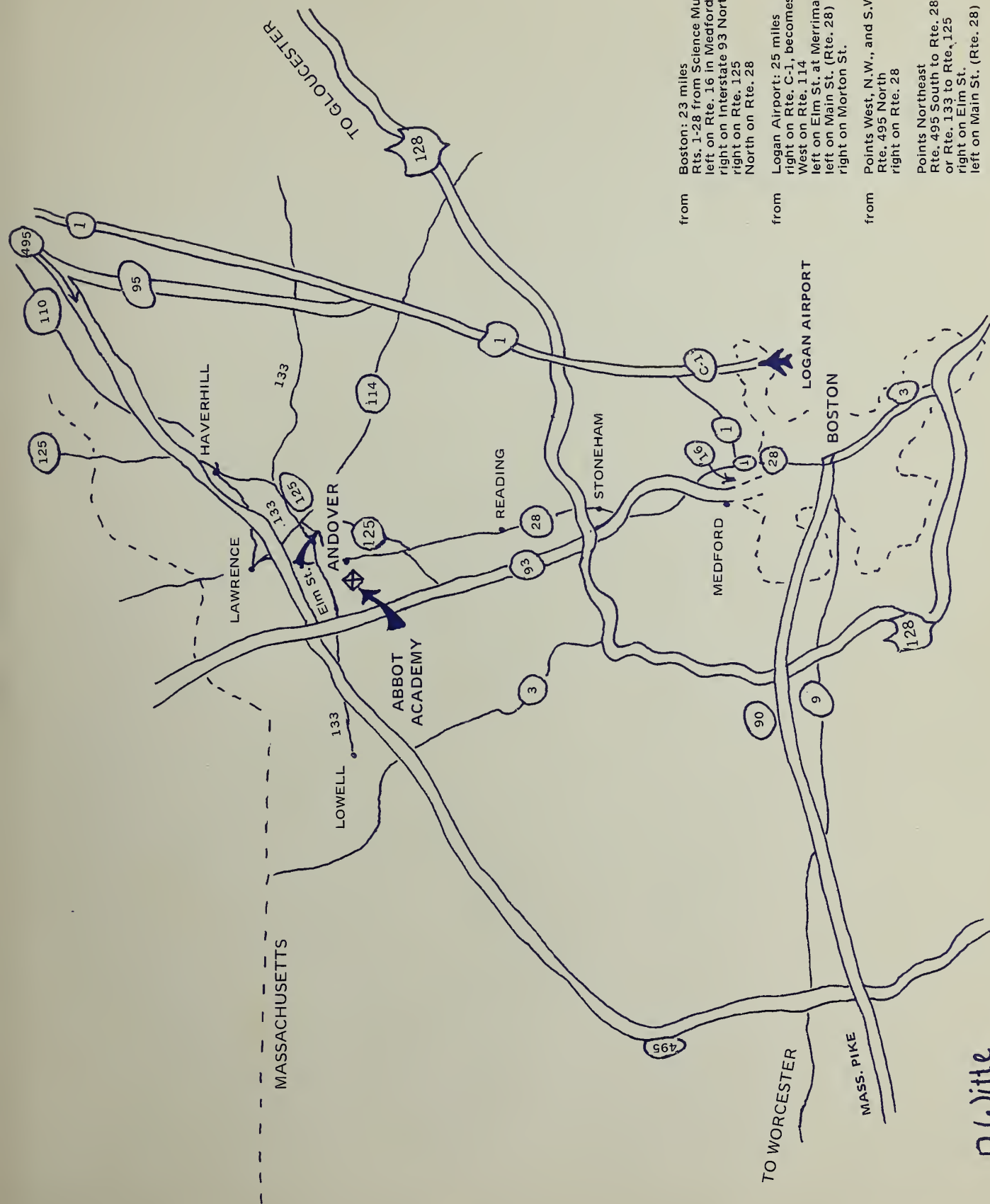


Whittlesey, Jane
 Pittsfield, Massachusetts
 Willis, Barbara Elaine
 Manset, Maine
 Wilson, Edith
 Hamden, Connecticut
 Winthrop, Katharine
 New York, New York
 Wolf, Sylvia Marie
 Gloucester, Massachusetts
 Wood, Victoria Anne
 Elmira, New York
 Woodhouse, Hope Bulkeley
 Grosse Pointe, Michigan
 Woodman, Francesca Stern
 Boulder, Colorado
 Woodworth, Elizabeth Sharp
 Andover, Massachusetts
 Woodworth, Laurie Brewster
 Andover, Massachusetts

 Yameen, Pamela Ann
 Lawrence, Massachusetts
 Yoakum, Elizabeth Halsey
 Lakeville, Connecticut

 Ziegler, Jessica Madeleine
 New York, New York





from

Boston: 23 miles
Rts. 1-28 from Science Museum
left on Rte. 16 in Medford
right on Interstate 93 North
right on Rte. 125
North on Rte. 28

from

Logan Airport: 25 miles
right on Rte. C-1, becomes Rte. 1
West on Rte. 114
left on Elm St. at Merrimack College
left on Main St. (Rte. 28)
right on Morton St.

from

Points West, N.W., and S.W.
Rte. 495 North
right on Rte. 28

Points Northeast
Rte. 495 South to Rte. 28
or Rte. 133 to Rte. 125
right on Elm St.
left on Main St. (Rte. 28)

D. Witte

